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TEACHERS AT THE CROSS ROADS.



AN EFFECTIVE TEACHERS' MEETING

A Superintendent's Wife

"A teacher has never really *taught* until the children have learned", said a college woman recently. Equally true, "A teachers' meeting has never really been effective until it has *taken effect*."

The problem therefore is, how to conduct meetings that will take effect,—that will show actual, positive results.

Let us compare them with something else, a meal, for example. What is an effective, or a good, meal? One that nourishes and satisfies the body, that meets its needs. The talk or discussion that meets the teacher's *need* is the effective one. The need may be pedagogy, subject matter, health, pleasures, or what not. An effective meeting does *not* mean a two-hour waste of time, nor an afternoon of dictatorial harangue.

In one sense all teachers' meetings are effective, for they all take effect in some way or other. A few days ago I sat in a trolley car next to two teachers, both conscientious workers. It was nearly six o'clock and they were discussing a two-hour session from which they had just come. Said she, "I thought that if he kept on a minute longer I'd scream. To me it became an endurance test." Said he, "Well I feel as if I'd like to argue—to argue with any one, on either side of any subject only so I could argue, or fight."

Teachers' meetings, like institutions, are "the lengthened shadow of one man", and after-meeting comments, made by conscientious teachers, tell their own story: "As usual—an hour wasted", "I wish he had time to meet with us oftener", "I got no benefit whatever", "He proves that teachers' meetings *can* be made to meet our needs."

What kind of a meeting do *Superintendents* like when they foregather? They like a man who knows what he wants to say, says it, and *sits down*. Mark Antony began his famous oration where it *began*, and he stopped where it ended. When a hundred or a thousand Superintendents assemble they want a man to make good use of the time they are giving him, they do not want him to waste the first ten minutes of their hour on apologies, compliments, or trifling. What would we think of a teacher who fooled away the first five minutes of every recitation period? Another thing that schoolmen like in their meetings is opportunity for discussion. That is where the work is tested.

If we were to ask some principals what kind of meetings their teachers like they would laugh

and say emphatically "None." It may be true of an indifferent minority, but it is not true of teachers as a class. They are fully as willing to go to a meeting where they really get something as superintendents are. But teachers are human beings, with a limit to their time and endurance, a fact that is too often lost sight of, especially where there are a number of supervisors or department heads.

Miss A, a personal friend of mine, had gotten theatre tickets for Friday night, something she did not afford often; but when Friday night came she was too tired to eat her supper, and went to bed, not to the theatre. The preceding Monday afternoon she had had a grade meeting, on Tuesday the weekly general meeting, on Wednesday the teacher of physical training kept them for two hours while he outlined work, the Home and School Association met on Thursday, and on Friday she was required to stay for a discussion of textbooks. Not once that week was she free to attend to home work until after five-thirty. In speaking of it she said, "We are told to keep ourselves well-informed, to keep in good health by having plenty of outdoor life and lots of sleep, to see as much as we can of the parents, to take part in town affairs, to keep well-groomed. When are we to do it?" It brought back to me what Miss Sallie Hill said so happily at Chicago last year: "In order that we may make the children comfortable and happy, we teachers must have some comfort and happiness ourselves."

"A teacher can get *something* good at every meeting." True. But we are not satisfied with a dinner that has *something* good to it. When we pay the price of a good dinner we want a *good dinner*, or we feel we have been unfairly treated. A teachers' meeting, to justify itself, must be worth the price; which implies that we must consider not only what the teacher gets; but what she gives. A meeting that takes two hours which ought to be spent in the sunshine, in bed, reading, or at the theatre, must be full of good things from start to finish, or the teacher has been unfairly treated. To put it in a slightly different way, the man or woman who takes an hour of time before eighty teachers, owes it to them to make the meeting worth 80x1 hour of precious time. One of the leading educational men in the East said lately, "I always reserve my best strength for my teachers' meetings."

A rural supervisor in our state has no trouble to get her teachers out every second Saturday,

because she spreads them a feast, and spreads it attractively. She packs her two hours full of helpful, usable material. I heard a successful and beloved city superintendent's meetings described in one sentence,—"They are like an egg, every particle is good meat, and I wish we could have them oftener." These two leaders hold themselves to the same high standards, the same results, which they expect from the teacher before her class.

Two absolute essentials for success are, first, that the teachers are not too tired; second, that the superintendent is not too tired. I am told that the late Supt. Carroll of Rochester held his teachers' meetings at nine o'clock in the morning whenever possible, dismissing the children for the forenoon.

One hour ought to be the maximum time consumed if the regular school day has already been put in; two hours if part of the school time is taken.

To summarize: An effective teachers' meeting
Gives something definite
Supplies a need
Involves cooperation
Creates the desire for another meeting
Takes effect.

A POOR MAN'S FRIEND.

F. J. W.

A good school is a fine thing as everyone admits but to get one without paying school taxes is a problem that no board of trustees has ever yet been able to solve.

A superintendent in a certain consolidated district of eastern Montana tells the following story how his board met the question of an annual levy:

"It was one of those years when everything goes wrong with the farmers. Winter had hung on and the spring plowing had been delayed; a wet spell had set in when corn was being planted; a drought had struck the wheat when it was in the milk; and to cap everything, prices of farm produce had gone down to the lowest point in years. It looked as tho a man could count himself lucky if he cleared expenses and got nothing for the year's work.

"At the time we were holding but six months of school and I had hoped that the schools of district would be able to keep open for full nine months that year. With the six month term the special tax was three mills but with a nine month term it would be eight mills. I made a report of this fact to the trustees and

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EDUCATIONAL MEASUREMENTS

(Discussed from the Standpoint of School Officers)

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Before exact units of measure were determined, all distances, weights and other measurable quantities were estimated. The distance between two places was reckoned as so many days' journey. Shorter distances were designated as cubits and a cubit was defined as the distance from the elbow to the end of the third finger. The width of the palm and the length of a space were also common measures. The trouble with the above units was that they varied with different users. The distance between two places was not always said to be the same by different travelers. The man with long legs and arms could stretch the cubit and pace to such a length that they could not be compared with those of a small man. Consequently, as civilization advanced it was found necessary to have some standards of measure that would be the same at all times, no matter who used them. It is no longer practical to say that we would go "three days' journey into the wilderness" but we talk of miles. We no longer build our houses seven cubits high and trust to the length of the builder's arm for the real height.

Exact measures are of recent origin; as late as 1854 an English commission established the correct length of the yard as the unit of measure. Today every phase of economic life is measured. The farmer no longer tells you that he thinks his wheat crop was better last year than it is this year, but he knows exactly in terms of bushels per acre. Certainty has replaced guess work in every line of business. The businessman who still buys "dabs of this and that" and cannot measure his profits is doomed to failure just as the old time one-horse farmer who plants as his father did and cannot determine which crops pay and which do not.

Schoolmen Still Guessing.

In spite of the facts related above, many schools are still content to go on in the same old, guess work manner of the past. The last century has seen wonderful advancements in the exactness of measures until the line between two farms can be determined to an inch; but at the same time the country schools and many village schools are still neglecting to measure the results of their work and are plodding along to the end of the year without any exact conception of how far they have advanced. It appears evident to those interested in children that this should not be true. If it is desirable to have units of measure in all other fields it certainly is most necessary in the very important field of education.

Many uninformed people think that we have always measured results in our schools since the adoption of the time-worn percentage system of marking. By referring to report cards and school records it is possible to see that for years from teachers in service, they prefer those in the the year showing that one pupil gets eighty per cent and another seventy per cent in arithmetic, reading, or whatever subject is being marked. Are such marks any adequate measure of results? Seventy per cent in arithmetic is seventy per cent of what? Is seventy per cent an accurate measure like the inch or mile?

Teachers differ widely as to the value of any certain percentage. To one teacher seventy per cent in arithmetic means that the pupil knows, as well as the teacher can estimate, seventy per cent of what he should know. To other teachers it means seventy per cent of what it is possible to get, but in most cases is an unscientific guess based on her general feeling concerning the arithmetic work done by the pupil. It is very

plain that seventy per cent marked by one teacher may be a higher mark than ninety per cent marked by another. Seventy per cent is not an accurate measure like the inch or the mile because it differs widely with different users and under different circumstances. The above condition shows up in a convincing manner in the following experiment: Thirty-three experienced teachers were asked to mark a fourth grade arithmetic examination paper. All of these teachers had been working in the elementary schools and had marked a great many arithmetic examination papers; so the test was a fair one. The resulting marks are shown in Table 1. One teacher marked the paper 32 per

Table I.
Marks Given to a Fourth Grade Arithmetic
Paper by 33 Teachers.

Mark.	Frequency.	Mark.	Frequency.
32	1	60	2
41	1	63	2
43	1	65	1
44	1	66	1
46	1	69	1
47	1	70	5
50	2	72	2
51	1	74	1
54	1	75	1
55	2	78	2
57	1	82	1
59	1		

cent, another marked it 82 per cent and the other marks were scattered thru the whole range between the extremes. Did the pupil pass this examination? It all depends upon what teacher happened to mark the paper. These same teachers could measure inches, pounds, miles, or quarts with accuracy because they had an exact unit of measure; but they disagreed on the quantity of arithmetic knowledge shown in a simple paper because of an utter lack of any common standard of judgment. If this is true with arithmetic work, conditions must be worse in other subjects which are more difficult to judge than arithmetic. A great many studies have been made of school marks.¹ It is interesting to note that each of these investigators have concluded that percentage marks given by teachers are very inaccurate. It is the unanimous decision of the educational students of today that schools should adopt and use standardized educational tests and measurements in evaluating their work.

The Standard Measuring Scales.

For the reader not familiar with the field it should be said that scales have been standardized for measuring the results obtained in the schoolroom. These measurements cover all branches of the elementary schools. In penmanship we have many scales for measuring the quality of child writing. These scales are made up of samples of writing arranged in order of their excellency. At one end of the scale is found the best writing and at the other the poorest. Between these two extremes are arranged equal steps of quality from the best to the poorest. A child is marked according to the quality of writing he is producing as compared with the scale. A mark of eighty per cent in writing has no exact meaning as it varies widely with different teachers and at different times; but a mark of "Quality 9" on the Frasier scale means a definite quality of writing. With such an instrument it is possible to set a certain quality of writing as the goal of any grade for the year and then know whether or not the goal is actually attained.

¹Educational Tests and Measurements. Monroe, DeVoss & Kelly.

In the same manner scales have been standardized for measuring the work accomplished in the fundamental processes and reasoning in arithmetic, also in drawing, composition, grammar, geography and the other branches taught in the elementary schools. It is not possible to give any description of these scales in this article, but a complete description and evaluation of practically all scales will be found in "Educational Tests and Measurements" referred to above.

Some Values of Educational Tests and Measurements.

1. *Thru the use of educational measurements it is possible to compare the work of schools in different parts of the country.* By using the Ayres spelling scale to measure the spelling ability of the children of a school it is possible from the results obtained to compare their spelling with the spelling of thousands of other children even in remote parts of the country. It is very interesting and helpful to compare the ability of children in a one-room country school with the ability of children living under different environment, and going to a different type of school. Thru standardized measurements we have the only possible method of making comparisons between the work done in different schools.

During the past few years many school surveys have been made and the results show comparative pedagogical achievements in different cities. Educational measurements have made these very helpful surveys possible, and thru these results many weak spots in school systems have been found.

2. *Educational measurements make it possible to evaluate the work of teachers and make comparisons with other teachers of the same grade.* For years school officers have had no accurate method of determining how well the pupils were getting their work. In the past a teacher with a pleasing personality and a way of getting along with the patrons could hold a position and get a good salary in spite of the fact that she could not teach. A farmer would never think of keeping a man who could not accomplish tasks he was set to do, no matter how friendly the man happened to be or how well he was loved by his friends. So, progressive schools are evaluating, advancing and dismissing teachers on the basis of what they have accomplished in the schoolroom. If business houses grade sales people on how much they sell and farmers evaluate men on how much they can plow it would be reasonable to expect school officers to grade teachers on what they actually accomplish. This is made possible by standardized measurements and adequate records.

3. *Educational measurements make the task of a new teacher easier, especially in the country schools.* It is a very common experience for a new teacher to start work in a one-room, unsupervised school and have no idea of where to begin. It is true that she is to be guided by the course of study and the percentage marks on the record book but neither of these give her any exact idea of where to begin. If this teacher be equipped with proper standardized scales she can place the children with exactness in the grades where they belong in spite of the classification of last year's teacher. The real significance of the value of this point can be seen when we take into account the fact that rural schools are constantly changing teachers. It is true that much school work is missed and much duplicated because of the above mentioned con-

dition, and it is also true that much of this can be remedied by proper application of measurements.

Values Affect Pupils and Teachers.

4. *At the end of the school year every teacher asks herself the question: How far did I come this year?* She is anxious to know just how much she has accomplished. This has always been a difficult question to answer. However, at present it is possible to answer the question with exactness. If a school be properly measured at the beginning of the year and adequate records kept, and then measured at the end of the same year with the same measuring stick it is possible by a simple comparison to note just how much has been accomplished along all lines taught. This makes standardized scales invaluable to any progressive teacher.

5. *As families move from one place to another and children enter new schools in the middle of the year it is very difficult to place a pupil where he belongs.* A statement that a pupil was in the fifth grade in a country school is not very usable evidence when he enters a graded school or even another country school. In the past, school men have found it necessary to experiment by placing the child in first one grade and then another until the correct place was found. Every up-to-date school has grade norms for each subject, based on standardized measurements. It is a simple matter to locate a new pupil by giving these tests and then putting the pupil in the grade that his ability most nearly equals. This saves time for the school as well as for the pupil and makes certain that his work will be in the right grade.

6. *Standardized measurements help teachers balance their time correctly.* It is very common for a teacher to be more interested in one subject than any of the others. I once knew a grade teacher who was a marvelous writing teacher and liked to spend time teaching the children to write. So, writing took up more than its share of her program and as a result the children became good writers, but they paid for this proficiency with poor arithmetic.

An Application of the Tests.

Dr. J. B. Sears of Stanford University had charge of measurements in the Salt Lake City survey. He found that the school children were doing better work in spelling and arithmetic than most other cities. However, he says, "At least one-fourth more time is given to spelling, and more than one-fourth more to arithmetic, than is justified in the light of the best knowledge of the subject." In the same survey Dr. L. M. Terman suggests that in certain schools hardly enough time is devoted to hygiene teaching and we also find that the art teaching is sadly neglected. These conditions led Dr. J. H. Van Sickle to write "The results of this rather extreme attention to spelling show in a very high score; but it is a question whether the children of Salt Lake City are not sacrificing something in other lines by devoting so large a proportion of the total time available to spelling." It is obvious from these results that educational measurements were of great value in Salt Lake City in helping to balance the teachers' time. In the same manner it is possible to check any schoolroom and see that each subject gets its full share of time.

7. *Educational measurements make it possible to find the weak spots in teaching.* If it is possible to find the subjects that are getting more than their full share of the total time in a school and consequently are better mastered by the pupils it must follow that the same method will find the weak spots. Measurements properly applied show those subjects in which the pupils are inefficient; this inefficiency can then be traced to poor teaching, neglect, or some other cause. When the cause is found it can then be removed.

The list of the uses of standardized measurements just pointed out is by no means exhaustive. But, these were given for the purpose of calling the attention of school officers to this new method of measuring school room products, and some of its possibilities. Any person who believes that the products of education should be measured, and that the old percentage method of marking is inefficient, will see in educational measurements a new instrument based on a scientific conception of teaching.

It is not necessary for school officers to know the technique of scale making or even to know how to use any of the various scales because every up-to-date trained teacher is equipped to do such work. However, it is the duty of every school officer to see that teachers hired by the board, of which he is a member, do have this training. Furthermore, it is the duty of every citizen to insist that the school which their children attend should be properly supervised by the use of the most scientific methods of procedure.

The Preparation of Teachers for Junior High Schools*

R. W. Fairchild, State Normal School, Stevens Point, Wis.

The junior high school is passing thru a stage of development in attempting to meet a great need, but at present exhibits but little in the way of standardization. Hence the training of teachers for such an institution presents an unstable problem which a few years of additional experience with such schools may bring nearer solution and cause some radical changes from present ideas of teacher training for such schools. The only competent method of bringing about such a solution from experience is to launch out on a well defined program designed to meet conditions as they are commonly believed to exist today.

Teacher training institutions, whether they be universities, colleges or normal schools, have been guilty in the past of at least two gross mistakes in the training of teachers,—the mistake of merely training teachers "in general" without any idea of the type of school work the prospective teacher expected to pursue and irrespective of overcrowded fields in some lines and others quite neglected; and the mistake, perhaps contingent, of offering no provision for the student to even have opportunity to make a selection, under proper guidance, of the phase of education he desired to enter.

Today organizations and institutions are held responsible and in consequence are rated on their ability to conserve time and gain results. Hence, the institutions training teachers need a clearer and more concise conception of what they are attempting to do, in an effort to produce fewer misfits and try to check, from at least that angle, the great fluctuation of the teaching population. The institution here considered as the junior high school should exhibit certain characteristics which must be borne in

mind with reference to this particular teacher training problem.

Evidence is strong that in entirely too many instances the alleged reformed school plan known as the junior high school has consisted primarily of an altered name. Possibly the departmental organization of subject-matter and teaching; possibly promotion by subject; and possibly one or two other desirable, but inconspicuous and not vital changes have been made. However, there is little to show that such schools have modified the purposes, the program of studies, the spirit, the methods or the internal administration of the older type of school.

Special Purposes of Intermediate Schools.

The establishment of a real junior high school means a reorganization of our present educational system. Such a school should be a distinct educational unit, distinct from the grade organization of elementary type, tho perhaps not so distinct from a senior high school organization. It should be especially adapted to the needs of pupils ranging in age from twelve to sixteen, grouped, preferably, in grades 7-8-9 with the following purposes in mind:

1. To explore the aptitudes of the individual pupil.
2. To explore and develop the pupil's capacities and interests.
3. To provide a more gradual transition to higher schools.
4. To seek to retain pupils in school for a greater length of time.
5. To accelerate all pupils in school.
6. To make curricular influence even paramount to administration.
7. To provide vocational curricula for those leaving school early.
8. To provide personal and systematic vocational guidance for each pupil.
9. To provide promotion by subjects and not by grades.

10. To give emphasis to all extra curricular activities of the adolescent pupil.

To meet the demands made in the administration of such a program, is the great problem of training teachers for junior high schools.

There is an unquestioned need for junior high school teachers. Since the first adoption of a definite scheme for junior high schools in 1911, their growth both in numbers and significance, has been remarkable. This is quite evident from the report (1918) of the North Central Association of Colleges and Secondary Schools. While these figures of the Association are for only a certain group of high schools in only seventeen states, still they are quite representative in showing the rapid growth.

Schools.	
Number established prior to 1916...	160
Number established in 1916.....	61
Number established in 1917.....	72
Total established to Jan. 1, 1918.....	293
Number accredited high schools to Jan. 1, 1918.....	1,140
Per cent having junior high schools..	25.78 %
Students.	
Boys	21,658
Girls	27,710
Total	49,368
Teachers.	
Men	690
Women	2,070
Total	2,760

The above figures relative to the number of teachers employed in even this restricted group of junior high schools, are all the more worthy of consideration when it is known that an overwhelmingly large percentage of them had no special training for such work. This deduction may be fairly made since the training of such teachers has only been attempted in very few institutions and in these for only a very short period of time and in such instances in a rather

*Note—This paper in part constituted the basis of an address given before the Central Wisconsin Teachers' Association at Wausau, Wis., Oct. 10, 1919.

meager manner. Where have these teachers come from? What are their qualifications? Is there need for special and definite training of teachers for junior high schools? Such questions are pertinent and upon their answer depends both the attempt toward, and the subsequent plan for, such work.

Ideal Qualifications of Teachers.

It is universally admitted by those in best position to know, that the ideal qualifications for a junior high school teacher are,—graduation from a normal school, experience as an elementary grade teacher, graduation from a university and experience in a four-year high school, before attempting junior high school work. However, such a combination is exceedingly rare, with no reason to believe it will ever be otherwise, and consequently the source of supply must be from teachers of varying qualifications already in service and from teachers particularly prepared for such work. Thus far, and for the immediate future at least, dependence must be placed on the former group, but it is time that consideration be given to the second group in an attempt to minimize this problem of teacher selection in the not too distant future. Until such time as this may be accomplished, dependence must be placed on elementary-grade and high-school teachers displaying as many as possible of the qualifications (enumerated later) it is hoped may result from special training of teachers for junior high schools.

Hence, the interest in this immediate discussion is concerned with the group to be particularly trained for such work. In the first place there must be such a group provided to receive this special training. Increasing difficulty may be expected in interesting prospective teachers in junior high schools unless the present ideas as to the importance of the work are decidedly modified. It should be definitely known that a junior high school is not a "stepping stone" for teachers into the senior high school. It is neither a probation stage nor a vestibule for a waiting list for the senior high school. Two faults have aided the dissemination of such ideas,—training for high schools being understood to mean only for a senior high school or an ordinary four year high school; and the unfortunate discrimination between junior and senior high school teachers with regard to salaries. It is impossible to appeal to prospective teachers to enter junior high school work, or in fact any teaching, on the basis of the great benefits to humanity, for the possible honor attached to a position will not pay living expenses. Only 31.39 per cent of the North Central Association schools which have both a junior and a senior high school claimed to have the same salary schedules operating for both groups. Probably much of this percentage may be accounted for by the fact that 55.15 per cent have junior high school teachers teaching some classes in the senior high school. Both groups should be on the same basis or schedule which will have a tendency to increase the importance and the atmosphere of permanency of junior high school positions. This condition can never be realized with ideas given in such statements as "some school boards have adopted a plan of making the junior principals assistants to the principals of the high schools. This it would seem should aid in bringing all the parts of the school into closer relation." This is one of the very ideas that creates popular opinion that a junior high school is an appendage on a high school organization, to be encouraged if convenient and merely tolerated if inconvenient.

Need of Men in the Work.

To interest more men in school work in general is a task as yet unaccomplished. When this

is done, which hopefully may be accomplished in the near future by both the nature of the work and adequate financial reward, the junior high school should be in position to attract a goodly proportion of men, for there is a great amount of admiration on the part of the adolescent boy in the junior high school, for the man who can do things. This makes the problems of discipline and pupil interest easier of solution.

Assuming there is now a group to be trained, are there any preliminary steps to the special training or are these prospective teachers ready to enter a definite field of training? It would seem highly desirable and exceedingly feasible,

SON.

Frances Wright Turner.

A bit of a pencil, a book, and a slate;
And Oh, What tales they tell
Of a wee, small boy with a freckled nose,
And sunny hair, and bare, brown toes;
Of little trousers, "always torn,"
And of little blouses always worn.

Memories will come, till my eyes grow dim.
Such memories of long ago!
Hark! I can hear the old school bell,
And his merry voice with whoop and yell,
Racing up stairs, (he knows he's late)
For that bit of a pencil, and book, and slate.

Time was, when the house rang with his laugh,
My lad with the sunny face.
But he piled up his books and battered slate
Last year, and down by the old stone gate
He kissed me, and bravely marched away
To the transport waiting in the bay.

He's sleeping, out there, my little lad,
While I look, with longing eyes,
Away to the blue horizon dim,
Where the great, gray transport carried him.
And my hot tears fall, while still I wait,
On his bit of a pencil, and book, and slate.

to offer a general introductory study, distinct and quite preliminary to the plan for particular training. Such a study would serve two distinct purposes:

1. It would enable the prospective teachers to get a comprehensive idea of the work so as to understand just what they are entering. It would afford an opportunity for such students to determine whether they want that type of educational work.

2. It would serve as a place for emphasis on the qualifications of such teachers and would result in a decrease of mis-fits in the work. It would afford an opportunity for the junior high school, thru the teacher, to determine if the teacher is of the desirable type.

It is quite as desirable and important that the aptitude of the prospective teacher be discovered as that such teachers later attempt to discover the aptitudes of their pupils. It would be difficult to conceive of a dissatisfied, restless, misfit type of teacher successfully coping with the problem of discovering pupil aptitudes.

The content for such a general or introductory subject should be for the first part to survey the development of the junior high school, giving some attention to the history of the movement. Further attention should be directed toward the formation of an applicable definition of such a school, the general curricular content and something of the general administrative problems. The second part of such a study should reveal the necessary qualifications of teachers in junior high schools. Aside from thoro academic training and teaching experience or practice teaching, the importance and need for such qualities as the following should be impressed upon the prospective teacher: patience; sympathy; pleasing, strong

and inspiring personality; a genuine interest in the life of boys and girls of adolescent age, both in school and outside activities. Indeed, these things are no different from what should be expected of any high school teacher in any type of secondary school. Teachers in junior high schools need everything that all teachers in secondary schools should have in the nature of personal qualifications, with perhaps some additional work, or at least a decided emphasis on certain especially applicable phases of the work.

Needed Qualities.

The most successful junior high school teachers have, and doubtless will continue to exhibit, a working combination of the qualities of both successful elementary grade and senior high school teachers. These cannot be said to be necessarily superior qualities, since different standards and qualities meet the needs of different positions, but are merely the needs for this particular type of work. The intensive, individualistic work of the junior high school makes certain demands for certain qualifications not necessarily special but available when needed.

Such a subject should prove of value to any prospective teacher for the claim is easily substantiated that teachers know too little of the various phases and types of educational work outside of their own immediate activity. It would be especially desirable for all prospective teachers in secondary schools to have such work and it is quite evident that no loss of time will result, but good will be accomplished, in the instance of the prospective junior high school teachers who change their plans after acquaintance with the immediate work they were contemplating selecting as a profession.

Assuming, further, that the group of prospective junior high school teachers to be trained, has been determined by a knowledge of the work they are entering and the reasonable expectations and demands from such prospects have been met, attention may be directed toward their specific training in this field by the pursuance of a rather definite program of studies. Again, let it be understood that the professional training for prospective teachers in junior high schools is little different from that for all high school teachers. It is perhaps an addition to, or a placing of emphasis on, certain parts of the program of studies, designed to furnish such approved training. While several colleges, universities and normal schools claim to be training junior high school teachers, there are in fact but very few that have even attempted to add to, or apply emphasis to, an often times static program of studies for high school teachers. Several institutions offer a single subject similar in content to the subject previously described as a general, introductory, exploratory and informational study and call it the training of junior high school teachers. Six institutions in the United States are recognizing the broad, diversified training needed and have provided work to that end.

Academic Training Needed.

General academic training should not in the least be minimized, for the professional training should be added to and not substituted for, the academic education offered in these higher institutions of learning. With this idea in mind, and following the general introductory study, it would seem feasible to meet the needs for professional training by such a program as:

- Principles of Secondary Education.
- History of Education.
- General Psychology.
- Educational Psychology.
- Psychology of Adolescence.
- Methods in Teaching Community Civics.
- Educational Tests and Measurements.

School Hygiene and Sanitation.
Vocational Guidance.
Direction and Supervision of Study.
Student Activities.
Observation.
Practice.

The foregoing group of subjects are not necessarily different from those which should be required of all high school teachers. The content of professional work should be such that it may be covered within at least two years' time. The above suggested requirements can easily be given in such a period, leaving over a year or two years for strictly academic work, the time depending on whether the total length of the course be three or four years, this difference being due largely as to whether it is given by a normal school, college or university.

As suggested electives for such professional training, the following should be of value: Sociology, Social Education, Methods (in line of specialization), Organization and Administration of Junior High Schools (for Administrators), Junior High School Curricula.

The content of many of these subjects, required and elective, will not differ materially from that given in the past to general secondary school teachers. Other subjects will need a different emphasis on certain parts, while still others must be arranged in content to meet primarily the needs of teachers in junior high schools.

Some subjects, perhaps because they are relatively new to such a program, need special recognition in the teacher training institution.

Regardless of what the prospective teacher expects to teach, all need to know how to deal with community life conditions. Comparatively few teachers or administrators know enough, and some of them practically nothing, of the life, occupations, types of inhabitants and kindred information regarding their own community. They seemingly have no idea of, or interest in, how to gain such information and consequently are in no position either to teach the work to pupils, or even to discuss such things with reference to certain aspects of vocational guidance. Such a need should be met by a course in methods relative to community civics.

Educational Tests.

A working knowledge of educational tests and measurements is today regarded as the most forceful tool a teacher can possess. The merits of the idea in general are no longer questioned. Perhaps no one group of teachers find such ready employment of such a device as the junior high school teachers who should be anxious to know what results are being obtained and just where points of strength and weakness are located. One of the functions of the junior high school should be to discover the aptitudes of the individual pupil and this can be accomplished in no better manner than by a recognized form of tests and measurements which portray the strength and weakness of the individual and the group.

Teachers of any grade, from kindergarten thru college, should not be permitted to hold positions dealing with the physical and mental guidance of boys and girls, young men and young women, who have not an appreciation based on a working knowledge of the activities, care and proper environment of the human body. All teachers need such reliable knowledge, but entirely too many body structures are "blighted" if not ruined, because of unreliable "quack" ideas of those teachers who spurned the idea of a possibility of learning something regarding their own bodies.

To attempt to form a proper link between school and life after-school of the child, vocational guidance has come to be recognized as an essential factor. Unusual interest in the life

careers of school children has become active throughout the country. There is a growing sympathy with the perplexities which beset the youth adrift in early employment. There is a new scrutiny of the adequacy of both the tools of education and of employment. A mere investigation of the conditions will not suffice. Action of a concise and positive nature must be had. According to Bloomfield, "School life should awaken and give content to the life-career motive, and occupational life should definitely augment the gains made by the workers during their school life." No one is in better position than the teacher to give such aid to the pupil and no teacher in a position where opportunity and need are so apparent, both as to number and importance of instances, as the teacher dealing with the adolescent child usually found in the junior high school. The opportunity of the school is well summed up by Bloomfield, when he states, "adolescence is the period of decisive battles, the time when the history of many an individual is almost finally written. Into the schoolhouse every boy and girl brings his or her small world, —a world of plenty or of privation, temptation or inspiration, care or irresponsibility. Rare is that school which can pierce this enveloping shell and speak to the real child." Hence in an attempt to pierce this "enveloping shell" teachers of adolescent pupils in particular, need to be acquainted with a sane vocational guidance policy. Such a policy poorly constructed or poorly applied in a misguided manner will be of inestimable detriment rather than an aid to the child. It must be impressed upon the prospective teacher that the policy must be one of *guidance* for the pupils to "find themselves" and not a policy of directing by pressure or undue influence into channels that may appeal to the teacher.

Vocational Guidance for the Teacher.

Such a policy for teachers might well be contained in the following program suitable for such a study as Vocational Guidance:

- The problem of character analysis.
- How to determine individual aptitudes.
- How to guide the pupils.
- The study of industrial environments.
- The question of personal efficiency.

The vocational guidance movement has, among other things, made clear one of the most important but generally neglected services a school can render,—educational guidance.

While in recent years the value and significance of a proper and careful lesson assignment has constantly been brought to the attention of teachers, the plan has not accomplished the purpose of elimination of much wasted time and energy. The idea of better assignment methods, has been augmented by theories, for the most part, of study, various plans being offered including actual supervision of study by the teacher. Methods differ widely, but thus far results as a whole have been quite unsatisfactory. Here seems to be a great opportunity for attempting, at least, to teach prospective teachers how to direct and supervise their pupils in the important study phase of school work. The desire is present but the intent fails largely because teachers are not equipped with a method of showing their pupils how to study. They may set aside a period for such work but they are at a loss to give any helpful advice. If the pupil fails in a language construction the teacher can tell him the correct construction. If the phraseology of a science experiment is clumsy the teacher can suggest an improvement. But when it comes to improving the mental processes and methods of independent student attack, the case is quite different for the teacher has little training along such a line. Here an application of psychology as a science of the methods of study, plays an important part. Certain fundamentals must be understood,—for example, that different

types of study, as individual as compared with class, demand different psychological principles. Likewise a distinction should be recognized between a careful analytical study of a subject and a rapid and general survey. Careful observation of different individual students will bring out the fact that some students are able to concentrate for a longer period of time and do their work at a higher rate of speed. The teacher should be taught to discriminate in such instances and here again the use of the principles gained thru observation in a practice school should be most valuable. Learning how to get information from books is of great value in a proper use of discrimination between essentials and non-essentials. Such a selection, while furthered by the experience of the pupil, can be much aided by positive and concise suggestions from a teacher who has had training and actual experience in such work.

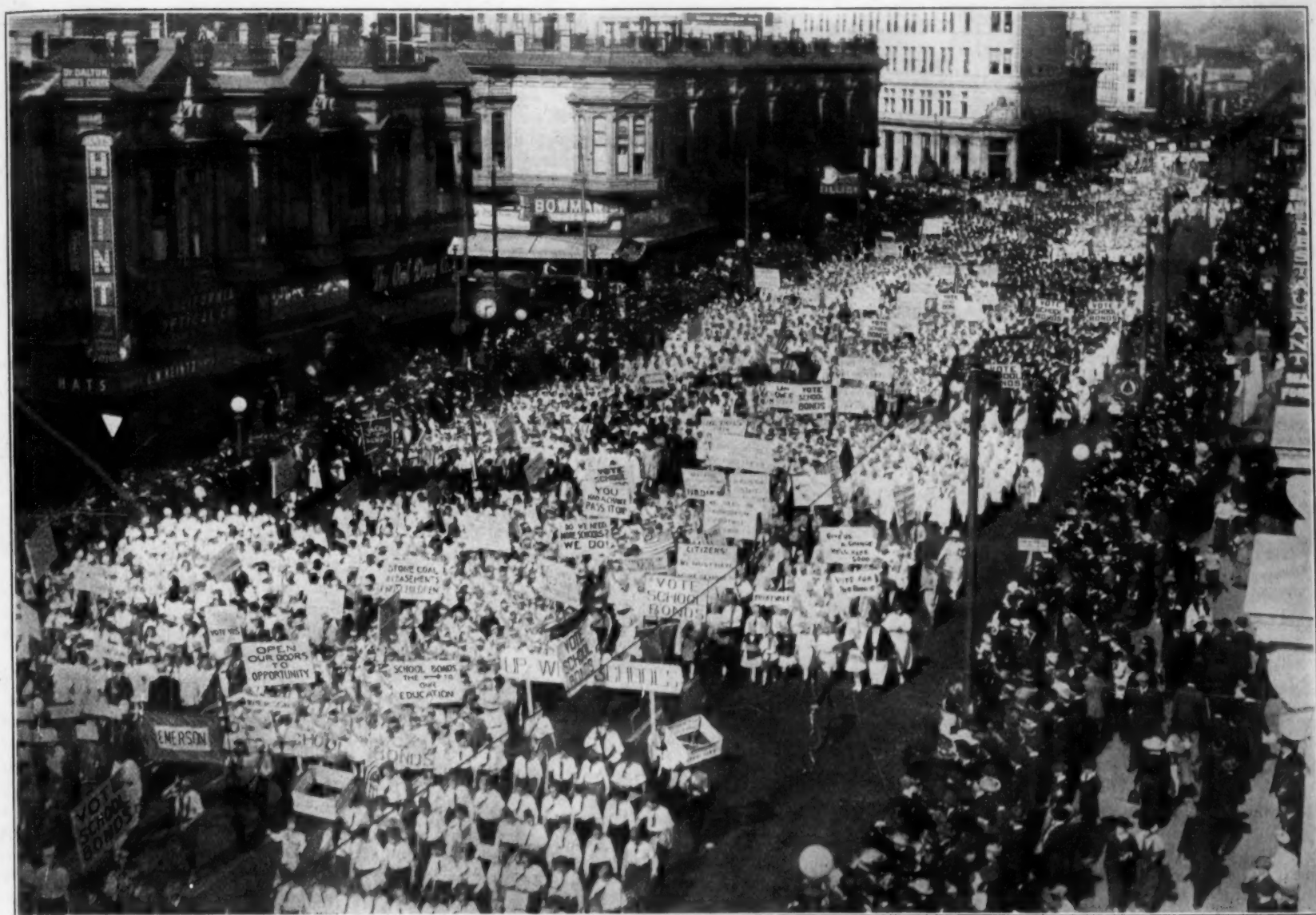
Methods of Study.

To get students to raise questions about the subject under discussion, should bring out and aid in the solution of the problems bound to occur in the minds of pupils, especially of junior high school age. Prospective teachers need training in the methods of formulating such productive questions as will stimulate pupil discussion. This in turn should lead to the discovery of new problems with an attendant decrease of mere acceptance of answers to these various problems. Teachers of junior high school pupils, in particular, should be able to show them there are certain principles of intellectual economy in methods of study, as for example, the doing over and over again in a superficial manner a task that could be mastered once and for all by a little more time and concentration than perhaps naturally given. This will encourage and make possible anticipation of an application of the present to the future, an attitude the child seldom is given any opportunity or encouragement in cultivating, tho quite capable of such training. This enables the pupil to make progress and such progression is surely a test of effective training. The failure to instill into the pupil ideas and ideals of progress is bound to react in a very short time on the student's own intellectual habits. It may even be safely asserted as Judd says, "that the subject matter is of less importance than progression. Progression within the subject is the only solution of the educational problem."

To accomplish the best results in a systematized manner, the pupil should be given definite ideas toward the organization of a study program. Today all genuine results are on a productive basis and not on a matter of likes and dislikes with consequent procrastination of some phases of work.

To be sure there are dangers attendant upon a guidance of young pupils in the methods of study. One of the dangers may be that of urging the conscientious boy or girl to study more, simply because the teacher may assume that boys and girls do not study as much as they ought to. Such over-stimulation may take on a form of class or school loyalty and the resultant high tension of the student may bring about permanent injury to the mental or physical being. Teachers should be taught that there are many pupils who do not need to be urged to work. But some do need to be encouraged and the teacher should be taught thru basic principles and better still, thru observation and experience to discriminate. Many of the group who need encouragement are distracted by outside engagements. This demands a proper co-operation between the school and the home authorities in an effort to determine and control the best utilization of time.

Work on how to study is of even more importance for the strong than the weak student.



CONVINCING THE COMMUNITY.

Oakland recently voted \$4,975,000 in bonds for carrying out the schoolhouse construction program outlined by Supt. Fred M. Hunter and the board of education. Not the least effective means of convincing the citizens of the needs of the schools was the campaign waged by the children themselves. Circulars were distributed in the neighborhoods and other help was given by them. The windup of the campaign was a parade in which seventeen thousand boys and girls, representing practically the entire enrollment of the city schools partook.

The children gathered at their respective schools and marched from four sectional centers along converging streets until the divisions met in the heart of the business district. Here the columns merged into a solid line that practically filled the street from curb to curb. The mayor and city officials reviewed the parade from the city hall plaza. The parade was unique in that the various schools came in distinctive costumes and performed various stunts. Choruses based on popular songs urged the bonds. There were improvised school cheers, original banners and transparencies, gay floats, etc. The whole parade was a moving riot of fresh, youthful enthusiasm. For the photograph we are indebted to the Oakland Tribune.

Teachers should learn to guide those who do excellent work quite as much as directing and aiding those who do a low grade of work.

The significance and application of various and practical methods of study including different types of supervised study, could well receive consideration under the subject of direction and supervision of study. No standard exists relative to supervised study and the lack of such a standard is due to vague ideas most teachers have of the nature and the methods of attainment of study.

Such a course with fundamental content similar to the foregoing should be given every teacher, but due to the period of adolescence and its attendant inclination to ask "why" and "how" of many things, special emphasis for immediate and direct application should be given teachers preparing to handle junior high school problems.

Student Activities.

It would seem an opportune time to break away still further from traditional subjects and offer a subject, even tho it may be of but comparatively brief content, to be known perhaps as Student Activities, required of all prospective teachers. The lack of such knowledge is appalling, and the ease with which those teachers possessing a knowledge and genuine interest in such activities progress in school in matters of discipline and classroom results as compared with those who have no such knowledge or in-

clinations, is quite striking. Why not acquaint prospective teachers with at least the rudiments of various athletic sports, parliamentary law, principles of debating and oratory, boy and girl scout movements, dramatics, etc., all of secondary educational grade as to interest and content? There is every reason to believe such an interest, even of a cultivated type, would bring pupils and teachers of junior high schools to a better and a mutual understanding with a resultant betterment in actual academic studies.

The position of observation and practice teaching in the preparation of elementary grade teachers has long been recognized as a position of great importance. However, little consideration has been given to such training in the preparation of teachers for secondary schools, except in a few teacher training institutions in very recent years. Davis discusses the matter of practice teaching as the result of a most illuminating study of general high school teachers of the North Central Association of Colleges and Secondary Schools. He asks such pertinent questions as, "What percentage of the teachers already in the service have had the benefits of practice teaching in college or normal school? Is there in lieu of practice teaching, any fair equivalent of training in terms of advanced academic studies, or indeed, of mere classroom and course work of a professional nature? May theoretical professional instruction of considerable range and diversity of content, accompanied

by supervised observation work of expert teaching, be accepted as fully meeting the modern demands for teachers' professional training?" These and other equally comprehensive questions are answered in general by facts and figures showing that of the actual number of teachers of North Central secondary schools, but 25 per cent have been trained in two types of schools, both normal and college, and hence may be assumed to have had some experience in practice teaching. In the face of such facts it might seem that even for junior high school teachers, practice teaching is of little consequence. It will be recalled from previous figures dealing with the percentage of high schools of the North Central Association having junior high schools, that the percentage was 25.78. While no figures are available to correlate the two computations, it would not seem unreasonable to believe that the bulk of the 25 per cent normal and college trained teachers assumed to have had practice teaching, are probably teaching in the 25 per cent of those schools having a junior high school.

Further, at the present time the matter of possession of a degree is not made an absolute requirement for junior high school teachers as is true with senior high school teachers, by the North Central Association, and hence many may possess only normal school training without additional college work and a degree. Then, figures from the North Central Association schools, while quite typical of that grade of

school, do not represent many smaller high schools with good teaching by normal school graduates but due to slight technical shortcomings cannot gain entrance to that association.

Practice Teaching a Sine Qua Non.

Undoubtedly the most convincing argument favoring the furtherance of practice teaching in the training of junior high school teachers, comes from the statements of a large number of administrators employing such teachers, who are practically unanimous in stating that in their forced selection of junior high school teachers from teachers in service, they prefer those in the elementary grades because of their normal school training. It would appear justifiable to regard a good, sane system of practice teaching as enabling the prospective junior high school teacher to better cope with actual problems as they exist in our schools today. But herein lies a very possible weakness. Many institutions have attempted, and continue to attempt, to train teachers by theory alone. Facts show many successful teachers have been the result. What practice teaching opportunity might have accomplished for this group, results do not disclose. Other teacher training schools have attempted to train teachers by theory relative to one grade of work (high school), and actual practice teaching in a lower grade (elementary school). Such practice work is for the most part detrimental. Applied to the junior high school problem, it is quite unjust to expect a prospective teacher to be given theoretical work relative to a recognized and practical junior high school plan and do practice work in the ordinary practice system of grades or in a practice high school of a general type. We learn to swim in water; we should learn to teach in a junior high school by practice in a junior high school, not a makeshift substitute. The junior high school has problems quite unique to itself which cannot be met by contact with old types of school organization. It would seem better that those institutions not possessing a genuine practice junior high school, had either better refrain from attempting to train such teachers or confine their efforts to theoretical training only,—at best a poor program for training such teachers. At least, however, they will not distort the ideas of their student teachers as to what a junior high school should be. It may be expected that in a short time such special practice junior high schools will be a part of every teacher training institution. Then, as now, the important factor in making a practice and demonstration high school worth while, will be the type of teachers on the faculty of such a school. Student teachers will emulate, consciously or unconsciously, the work of these high school teachers, and too great care cannot be exercised in selecting teachers who will exemplify what it is hoped, and may reasonably be expected, should be found in future junior high schools.

Observation Helpful.

Not all the emphasis of special training work should be placed on practice teaching. In fact there is much evidence to believe that practice teaching can be, and is actually being, overdone in many schools where mechanical beings and not human beings are the product. Where there is apparently no reason for doing things other than because the critic teacher said so, the student teacher soon becomes an automatic tool, capable of meeting only automatic and patent type problems. What prospective teachers need is a greater proportion of observation work as compared with practice teaching, which will enable them to study pupils and the methods of teaching employed by others and compare results of various methods under different circumstances. This will lead to questions of internal and external nature and aid in making a broader

teacher, with ideas to meet various conditions in actual practice teaching and later in actual teaching, and not create simply a machine. While both practice and observation are recognized essentials in the training of teachers of junior high school rank, evidence in the form of teaching products from teacher training institutions show a need for more reason and less mimicry,—more observation and less actual practice in proportion.

Generally teacher training schools are so busy in "grinding" out their product that little or no attention is given to the work being done by the product out in actual service. A "follow-up" scheme should be instituted, which a few institutions have, for keeping in touch with the teachers in service and rendering aid, not only to them directly but by the same act rendering assistance to the school administrator. The greatest value will come, however, in a determination and recognition of the weaknesses of the general plan of training as evidenced by the product in service and enable the institution to take measures to remedy such weaknesses. In these ways educational institutions training teachers can cooperate with public school administrators in the accomplishment of a real service to the schools and their students by an effective "follow-up" plan.

What type of institution or institutions shall train junior high school teachers? There should be no reason to ask such a question but facts show many schools or types of schools have seemingly convinced themselves, at least, that they alone are commissioned by divine right or otherwise, to train a specific type of teacher. The question may be reasonably answered by saying, any institution above high school rank, college, university or normal school, that can "produce the goods." While the standard at present for junior high school teachers may be low and thus minimize the differences as to qualifications of various training institutions, qualifications for such teachers should be raised as rapidly as laws of supply and demand will consistently permit. To keep pace with such an advance in teacher qualifications, teacher

training schools should advance their standards if need be, relative to admission, curricular content and graduation.

To Summarize.

In this constantly fluctuating problem of training teachers for junior high schools, it is quite unsafe to even draw conclusions for conclusions of today may be mere introductory statements of tomorrow, but for the present it would seem logical to conclude that:

1. There is today, at least, a generally accepted, broad definition of a junior high school.
2. To meet the demand for instruction in such a type of school, there is need for specially trained teachers.
3. To meet this need for teachers, encouragement must be given by altering present ideas relative to the importance of the junior high school.
4. The present and past source of supply for such teachers is and has been from those in service trained as elementary grade or general high school teachers.
5. The future supply of such teachers should come from a group trained for this particular phase of educational work.
6. To determine aptitude for, and impress responsibility attached to, this work, a general and introductory course should be given all prospective teachers.
7. Exact methods of professional training should center around the idea of some additional subjects, changed emphasis on some subjects and decided change in general content of other subjects. All this professional training in addition to adequate academic training.
8. Greater emphasis on observation work and a more applicable plan of practice teaching to compare with actual public high schools.
9. A "follow-up" plan with reference to the teaching products in service, whereby institutions may recognize and correct general mistakes and improve their plan of teacher training.
10. Standards should be raised as rapidly as possible or feasible governing the qualifications of junior high school teachers.

DIFFICULTIES OF STATE ADOPTIONS

A valuable discussion of the difficulties attending the work of a State Textbook Commission was presented in a recent issue of the Elementary School Journal by President Thomas W. Butcher of the State Normal School, Emporia, Kans. The difficulties, in Mr. Butcher's opinion, are so important, unpleasant and unavoidable that men who have served thru an important adoption are generally unwilling to accept a second appointment on a commission of this kind. Mr. Butcher writes in part:

When the day dawns upon which there are no individual differences among teachers, it will be an easy task for a group of mere mortals to select a list of textbooks for the schools of a state. On that day the public will unite in proclaiming as best a certain make of shoes, of sewing-machines, of soap; a certain color and design of houses, etc., ad infinitum. Education will have been reduced to a definite body of knowledge, a merchandized mode of procedure, a system in which memory will play the leading role.

Individual differences in teachers make the schools what they are. They constitute the educational hopes of the future. These differences keep content and procedure from becoming fixed in American education. In recent years we have seen the greatest common divisor, the least common multiple, cube root, troy weight, and other arithmetical subjects, sacred in our youth, cast into outer darkness. We have seen the A-

B-C method of teaching reading brought down from the garret, dusted, and given a place in the living-room of certain respectable educational households. Nothing is settled. The whole educational system is in a state of flux. Its very fluidity is its life. The moment subject-matter or procedure is cataloged among the incontestables, it loses its significance—it dies.

In America the textbook has more importance than in other countries. It has undue importance, but necessarily so in a nation one-half of whose teachers, "300,000, have had no special professional preparation for the work of teaching." Under such teachers the textbook becomes all-important. It must be subject-matter and teacher. If the textbook does not lead, there is no guidance.

There is no such thing as a book which all the teachers in a state regard as the best. If any man doubts the truth of this statement, let him send a half-dozen books on any subject to ten, forty, or a hundred teachers in his state and ask them to rank these books. The result will convince him. Diacritical marks, phonics, the spiral method, the inductive method, the period to be covered by the first year of secondary history, etc.—who knows? Obviously, diacritical marks cannot be used and omitted at the same time. History in the ninth grade cannot close on two dates five hundred years apart. And yet that is exactly what would have to be done

(Continued on Page 107)

Rural Supervision and the County Superintendents

Mrs. Katherine M. Cook, Bureau of Education

It will be seen from the preceding article that the educational welfare of the rural children in the United States, so far as supervision is concerned, is largely in the hands of county school officers. This system, wholly or in part, prevails in 40 states. Two of these had, until recently, ex officio county superintendents only, and in them there are still a few counties without full-time superintendents. For practical purposes, then, we may judge the quality of the supervision given in rural schools by the work of the county supervising officers, usually known as county superintendents. Less than twenty per cent of them have assistants, either supervisory or clerical, so that the county superintendents themselves may be thought of as providing all of the supervision afforded in the majority of counties in the country.

The County as the Unit of Supervision.

As a supervisory unit the average county is too large in area and contains too many schools for efficient supervision, unless arrangements are made for an adequate staff of assistants. In many counties the number of schools is greater than the number of school days in the annual session. The superintendent's visits in such cases must be short and infrequent. In the States under consideration the average rural supervisory district is 1,672 square miles in area, contains 84 school buildings, and employs 130 teachers. Some county superintendents travel the long distances between home and school and from school to school on horseback. Others drive horses, and still others, a constantly increasing number, use automobiles. Ford cars are very common conveyances and may be seen parked by rural schoolhouses the country over. Not always are these means of conveyance furnished from county or public funds. Often the expense of travel is borne by the superintendent, whose already meager salary is still further depleted by this necessary but surely unwelcome expenditure. A recent investigation of supervision in the United States shows that the entire office expenditure, including travel, clerical hire, postage and the like, in county education departments in the States under consideration, varied from \$89 per year in Mississippi to \$4,265 in Utah (Average) with an average of State averages of \$788.

It should be remembered that visiting of schools—commonly called supervision of teaching—is but one of the functions of the county superintendent. While it is educationally the most important it is not always the one to which the superintendent devotes the greater part of his time or for which he is best prepared by experience and training. The duties of the office are not alone administrative and supervisory. Some of them are clerical in their nature and it frequently happens that these less important duties take precedence over the most important ones.

The average county superintendent spends about forty per cent of his working time in school visiting. During his visits he is able to assist the teacher in various ways. Some times the visit offers an opportunity to say a few words of encouragement to the teacher or children; to assist in organizing the school or disciplining pupils for an inexperienced teacher; or otherwise contribute to the success of the school. Often the superintendent must be depended upon to deliver school supplies, set up stoves, put in window lights or perform similar duties, which seem to be the special business of no particular person. County superintendents throughout the Country travel thousands of miles over poor roads in all kinds of weather engaged in this kind of work.

There is no disposition to set up an arbitrary estimate of the arduousness of these tasks, nor their general educational value. This kind of work, however, cannot be considered and should not be called professional supervision. The number of duties to be performed and the territory to cover preclude this even if other conditions were favorable. The average rural superintendent visits each teacher in his county but once a year, if at all, and spends only a short time in each building.

Educational Qualifications as They Affect Supervision.

Without attempting to set up any arbitrary standards regarding the qualifications of rural supervisors it is reasonable to assume that the supervision of rural schools is as important as that of city schools; that efficiency is equally necessary in both systems. If as is generally recognized, special training is essential to equip properly supervisors and teachers in cities, it is equally essential that equivalent training is needed for teachers and supervisors of rural schools. It is reasonable, therefore, to assume that graduation from a normal school or college with at least one year of graduate work including specialization in administration and supervision or the equivalent of such training should be a minimum for rural supervisors, as it is now generally accepted to be for those in cities.

Of the rural supervisors in the United States omitting New England, approximately one-half have academic or professional training equivalent to the above, or five or more years beyond the elementary school¹. Seventeen per cent have not finished high school and nearly six per cent have elementary education only. It appears that rural superintendents are not as well prepared for their work as are city superintendents. In many cases high school principals, and even teachers, have better academic and professional training than the county superintendents under whose supervision they work. A comparison made in one state and shown in Table A, following, illustrates this. A condition by which principals or teachers receive higher salaries and have better preparation for educational work than the superintendent acts not only to the detriment of the work of supervision, but lowers the standards and morale of the whole teaching force. Teachers like to work under inspiring conditions. To be directed by a superintendent with qualification lower than they themselves have is not a happy situation.

Factors Conditioning the Quality of Supervision.

There are, however, other important factors which determine the degree of success attainable in rural school supervision. Among these are the training and experience in educational work which the supervisory officer has; the manner in which he is employed, the length of term for which he is elected and the time which he

serves; the unit of administration as it determines his legal or practical authority, and the number and character of the boards to whom he is responsible, or with whom he must work. These must be considered in any effort to evaluate the quality of the supervision of schools in rural communities. Any satisfactory solution of the problems of rural education must remedy all, not a few of the factors responsible for the present chaotic conditions.

Successful Experience as a Factor in Rural Supervision.

It has not yet become customary to select county superintendents because of particularly meritorious work in another place as is often done in cities. Yet experience must be recognized as an important measure of efficiency in supervision. It should be experience not in teaching alone, but in other supervisory positions if it is to be of value as training. The majority of county superintendents in the country have had no supervisory or administrative experience previous to their election as county superintendent. Conditions in one State will serve to illustrate this. Of nearly one hundred superintendents 75 had some experience in teaching while only one had held a position of a supervisory nature before he was elected to the county superintendency. Similar instances might be cited from other States, particularly those in which the superintendent is elected by popular vote. In education, previous experience, and salary county superintendents are far below the standard of those in cities.

Selection and Tenure as Factors in Efficiency.

Two methods of appointing rural superintendents prevail among the states—selection by a board or election by popular vote. In seventeen states county superintendents are elected for a two-year term by popular vote. In ten states they are elected in the same way for a four-year term. Elections take place at the regular election for state and county officers. In two states a special ballot is furnished for county superintendents. In fourteen states the superintendents are appointed by state or county boards. Procedure in New York and New England has already been described.

Considering those states in which the superintendents are elected by popular vote we find in some of them as many as 73 per cent of the total number of superintendents serving their first term. In each of ten states other than those above referred to more than half were so serving, and in an additional 24 states more than 40 per cent. Few of these have ever engaged in educational work before being elected to their supervisory positions but the majority have had some teaching experience.

It is interesting to note the relation which exists between the method by which superintendents are elected and their education, previous experience and tenure. If we divide the states into groups on the basis of the manner in which they are elected and show also the education and tenure of service we find the following results:

It is not surprising to find that appointive superintendents have higher qualifications educationally and serve longer terms than those who have been elected by popular vote. The system by which superintendents are selected on a political rather than an educational basis and for a limited term is not calculated to secure men and women of ability and education. If one is trained for supervision he is not apt to be trained also for politics. Unless the superintendency is placed on an educational basis and opportunity and incentive to secure results

Table Comparing the Scholarship and the Salaries of County Superintendents and Principals of Four-Year High Schools in One State.

	County Superintendent.	High School Principal.
Graduate study	2.2%	18%
College graduates with degrees	10.4%	48.2%
One to three years' college work	48%	26.8%
High school graduate	6.7%	7.1%
Less than a high school graduate	10%	0%
Professional training	0%	82%
Median annual salary (Prin. 9 mo.)	\$800	\$1,248

¹Investigation made in 1915.

School Board Journal

(No. given in per cents.)	Elementary Education only.	Second- ary Education 4 yrs.	College Education 4 yrs.	Serv- ing 1st term.	Served 8 yrs. or more
New England States.....	0	3.1	82.7	32.7	9.2
New York	0	10.	31.6
12 States in which superintendents are appointed by County Boards.....	1.7	12.6	43.8	35.3	23.
10 States in which they are elected by popular vote for a four year term.....	9.1	18.8	11.9	53.3	15.7
17 States in which they are elected by popular vote for a two year term.....	6.6	25.	16.9	50.3	6.7

is assured, the position is not attractive to experienced educators who have spent years in preparing for this kind of work.

Units of Administration and Supervision.

Where the pure county unit of administration prevails, all schools in the county are under the control and management of a county board. The county superintendent is the administrative officer of this board to whom duties of an educational nature are delegated. He is appointed by the board at a salary and for a term fixed by it. In some states county boards appoint the county superintendents but have little or no other control over school matters. Arkansas is one of these. Here and in some other states with semi-county systems, the local boards retain the power to engage teachers and exercise control over schools. In Tennessee the county board of education has full management of the schools but the county court appoints the superintendents and fixes their salaries. Sometimes county boards are elected by the people as in Alabama; sometimes appointed by the Governor, as in Maryland.

In twenty states the district is the unit of organization for all purposes except supervision for which the county is the unit. The county superintendent is selected by popular vote in all of these and some other states. In these cases, the relation of the county superintendent to the district board is advisory and cooperative. He has little or no control in the management of schools, selection of teachers or expenditures of funds. In a few cases he has some authority over the certification of teachers or he may countersign their warrants but generally he is merely the supervisor with little or no authority to enforce regulations if that be desirable, or essential to his success. He must depend on his own power, leadership and the spirit of cooperation shown by teachers and school boards. The term of office of the elective superintendent is short, two or four years. Re-election is dependent upon political exigency or personal popularity and often is very slightly influenced by the quality of the educational work done by the superintendent. Sometimes superintendents elected in this way remain in the office for long terms but in the majority of elective states at least half the superintendents change at the end of the term for which they are elected.

Faults of District Organization.

This form of administration does not lend itself to close organization of the teaching force nor expedite the matter of providing adequate supervision. Unless special legislative provision is made, there is little chance of securing assistant supervisors so that the county superintendents in most cases perform all of the duties of the office, administrative and supervisory, without assistance. In counties in which one-teacher schools predominate, each school is managed by a board of three directors, whose chief duty is to engage the teacher. If there are 80 teachers in the county (the average number for the United States) the superintendent may have 240 school directors managing the affairs of the county with whom he must deal in any effort to improve the schools, whether it be to increase salaries, to raise the standard of buildings or instruction, or adopt uniform

textbooks and courses of study.

Such conditions are not essential but almost universal under this system. There are some counties in which, even tho the superintendent is elected by popular vote, it has become customary to consider the office as educational. The superintendent is often selected on his merits and serves several terms. In some of these county authorities are sufficiently progressive and resourceful to appropriate funds for assistants or supervisors who are selected because of educational fitness or successful experience.

In other cases, the idea of consolidating small schools has gained headway. These larger centralized schools are often supplied with capable and experienced teachers and a principal. In this way, the number of schools which the superintendent must visit is diminished, some of the details of supervision delegated to principals, and all schools better served. With arrangements of this nature, the system becomes good in spots, but not uniformly. It is not, indeed, a system, but a collection of small systems, each free to be as good or as poor as its directors see fit, with the county superintendent as the one unifying influence.

The chief difficulty with efficiency obtained under a poor system is that it is accidental and transitory. Efficiency in administration and supervision is dependent upon the kind of system in vogue and the ability of the people to administer it. Ability, personality, and leadership achieve results even with a poor system, but they are rarely permanent nor equal to those which might be obtained with a good form

of organization, well administered. The educational interests of the rural children are of sufficient importance to demand a system which guarantees efficiency in so far as possible, including a method of selecting officers such that the positions appeal to capable executives.

Civil Unit Basic.

In general conditions most favorable to success are those in which the unit of administration and supervision are the same and this unit corresponds to the civil unit. In New England, for example, the county is of little moment in local affairs. The township is the unit of which people are accustomed to think when concerned with roads, taxes, and the like. It is, therefore, the logical school unit. In states like Utah, and others similarly organized, the township is merely a geographical term used chiefly in connection with land measurements. All matters concerned with taxation, road building, law enforcement and general civic concerns are centered in the county government. If the county is the administrative unit for such activities it is the logical unit also for school taxation and management. It is as absurd to have a school board selected for each school, of which there are probably one or two hundred in a county, as to have a clerk for each voting precinct instead of for the county. It is as unbusinesslike to have a hundred school boards as it would be to have a hundred boards of county commissioners or supervisors in the county where one would serve to much better purpose. From the standpoint of economy in business management and for the sake of efficiency and equality of opportunity in education, the county is a far more logical unit than the district. So long as each school board is a law unto itself, there will continue to be children living in close proximity to each other, some of whom are supplied with a modern school, if the community in which they live is prosperous and progressive, while other children of equal natural ability and equal importance as citizens will be deprived of all but the most meager educational advantages because they have the misfortune to be reared in poor and unprogressive communities.



OLDEST ACTIVE SCHOOL TEACHER BEGINNING 71ST YEAR WITH CLASS.
At the age of 87, Miss Elizabeth Carpenter Blanding, said to be the oldest actively engaged school teacher in the country has just started teaching her 71st class of primary grade children at Attleboro, Mass. She runs a private school and is descended from Baron de Blanding, who fled from France to England following edict of Nantes. She was born on Cape Cod.

TEXTBOOK LEGISLATION—ITS INCONSISTENCIES AND INJUSTICE—THE REMEDY

Dr. Henry B. Dewey, Boston, Mass.

What the Schools Need: Opportunity to buy the best books in each subject unhampered by price restrictions of yesterday.

What the Publishers Need: Opportunity to sell their books at prices based on the cost of production of today.

Under our system of government we have legislation by Congress for all the states and by each state for itself. The line of demarcation of the subjects under exclusive jurisdiction of each is more or less adequately defined by the Constitution. There are many matters, however, that come within the jurisdiction of both or that as President Roosevelt declared are in the "twilight zone." The tendency in recent years has been toward enlargement of the sphere of activity of the general government. There is unmistakably a centralizing tendency in the administration of the affairs of this country. This was noticeably evident during the past few years, especially since we became a World Power and more especially since we entered the World War. More and more we are governed from Washington. In the years to come there may be a reaction and the powers of the separate states correspondingly enlarged, but it is not probable that we shall ever see any marked limitation on the activities of Federal control.

Complexity of State Legislation.

Nearly every business that is inter-state in scope has been more or less hampered in its development by the multiplicity and complexity of state regulations. It has oftentimes been impossible to do business in the same way and on the same terms even in adjoining states. The Inter-State Commerce Commission solved many of these problems for the railways. Other kinds of businesses have solved their difficulties by securing similar or identical laws in the several states. For instance, the bankers were able to secure the enactment of a uniform law for negotiable instruments in practically every state in the Union. The life insurance companies have secured a gratifying measure of uniformity in the laws controlling their business. Legitimate investment companies have aided in the passage of many "blue sky" laws, not uniform but sufficient to limit the sale of "wildcat" securities. The automobilists are planning to secure similar uniformity in state laws. They will undoubtedly succeed. Teachers are often hampered in securing employment by the different legal requirements for certification in the several states. There is, however, an increasing tendency to recognize good credentials, no matter where issued.

Federal uniformity is neither possible nor desirable in the matter of school books. Absolute uniformity in state laws is, also, impossible and undesirable. There are, however, certain general provisions that should be features of any law. Commissioner Claxton outlined some of them in an address to the Schoolbook Publishers' Association at its meeting in Atlantic City in 1918.

State Laws Governing Adoptions.

In a general way there are four distinct methods of selecting books to be used in the schools. There are many variations from the respective types but the following analysis will give a birds-eye-view of the country as a whole.

Local Adoption—This is the method of selecting textbooks in New England, New York State, Pennsylvania, most of the other north Atlantic states, in all the states having county adoptions, and in the independent districts in states having state adoptions. This system en-

ables any district to select at any time any books that best meet the needs of the pupils in the community. It does not fit a highly centralized system of administration.

State Adoptions—This is the method of selecting books for uniform use in all the schools of a state. It does not take into account local conditions. It simplifies the administrative work of the State Department. It makes possible a uniform course of study. This is largely the method of selecting textbooks in the southern states and a few of the northern states.

As a state contract for a period of years involves the expenditure of a relatively large amount of money, there is observable in some cases a selection based on prices of the competing books rather than on the merits of these books.

Listing States—In most of the middle-west states publishers are required to list their books for a period of years at a fixed price, which must be the minimum price at which the listed books are sold anywhere in the United States. Districts are permitted to adopt any of the listed books at the listed price and are required to use them for a prescribed period, usually four to six years. The purpose of this type of laws is to secure the assumed low price of a state adoption and the freedom of selecting for each district. It is in a way a combination of the New England plan of local adoption and the southern plan of state adoption.

State Publication—In addition to the three methods of providing textbooks outlined above there is the California plan of state publication of certain basic textbooks for the elementary grades with liberal provisions for the purchase of supplementary books. The advocates of this plan urge that it is cheaper than purchase in the open market. Because books must be cheaper, the tendency is to base competition on price rather than on quality. So far as I have been able to learn from a somewhat extensive acquaintance with the educators of California, the results have not been satisfactory, despite the large expenditures for supplementary books.

Specific State Regulations.

So far I have sketched briefly the general provisions of the laws governing the adoption and purchase of textbooks. There are, unfortunately for both schools and publishers, many intricate and diverse local regulations. It is a difficult matter to catalog them and impossible to classify them. Some of these limitations are the following: Requirements for state and county depositories; varying rates of discounts for books taken in exchange; adoptions with or without advertising or notice; fixed discounts from catalog list price; restriction of price to the lowest amount at which a book has ever been sold or offered for sale; fees for filing books; bonds in uncertain and often excessive amounts; the requirement for special statements printed on cover of books; regulations governing agency work; unreasonable franchise fees for doing business in a state;—in short, red tape that hampers publishers and increases the cost of doing business and that is ultimately reflected in the price of books.

The Publisher's Predicament.

Complex and difficult as were the publisher's problems in pre-war days, as outlined above, these were simple compared to those of 1920. Manufacturing conditions then were comparatively static. The fluctuations in the price of paper, cloth and labor were slight and there was no real shortage of raw materials or labor. By issuing state editions, usually somewhat in-

ferior in quality of workmanship or by publishing abbreviated editions of books, textbook makers were able to do business in states where price was a controlling factor. In states where books are listed, it was an easy matter to cease to push a book that for one cause or another had ceased to be profitable.

The general conditions changed so slightly and so slowly in pre-war times that publishers could adjust their business without loss or inconvenience. During the past half decade and particularly the past two years the story has been different. There has been a constant increase in the cost of producing books. The changes have not been even from year to year, but from month to month. In many cases *long time contracts have become a liability*. States and communities have contracts that must be carried out but that represent a deficit to the manufacturers. There is no escape from these contracts and no attempt on the part of the publishers to evade them, where definite contracts for supplying books have been made with a state, county or school district.

From one end of the country to the other we read of the "vicious circle" of increasing cost of production and the high cost of living. Each is claimed to be the cause of the other. Probably both are cause and effect. The ordinary manufacturer, unhampered by state laws or listings, simply raises his prices when cost of production increases. His lot is easy enough. His price at all times bears a fixed ratio to cost of production. The schoolbook publisher cannot adjust his prices in this easy going way. Along in 1914 or 1916, perhaps he listed his books in a state for a fixed period. He did not sell them but simply quoted a price at which he would furnish them to a school district in that state if the district would adopt a book and agree to use it for a period of years. Under the provisions of the listing laws of these states, while they differ in many other particulars, there is one uniform requirement, to-wit: a book must be sold at the "lowest price" at which it is sold anywhere in the United States. This is the *real difficulty* in the situation. It prevents the listing of a book at a price based on present day cost of production. The inevitable result is a lessening of the number of books that will be listed. The recent listing in Michigan bears this out. The schools will have fewer books from which to make their choice.

Recent Legislation.

School administrations are not unmindful of the publishers' difficulties and recent legislation regarding selection of textbooks plainly indicates a determination to make it possible for pupils to have the best books available. The new Tennessee law provides that the prices, under which books were adopted in June last, shall not exceed the prices of January first, 1919. The minimum exchange price requirement was repealed. The new Michigan law went into effect in August. It provides for annual listings. In only two important particulars does the new Michigan law hamper publishers in supplying the schools of that state with their newest and best books. One is the requirement that the price shall be the lowest at which books are being sold even under contract and where sales are merely deliveries under contracts. The other is the date for listing. It now runs from August to August, as the law went into effect in August. Even without a change in the law, it will probably be possible to make the date of listing run from January to January after this year.

The new Alabama law, enacted in September last, may well serve as a model for states preferring state adoption and state uniformity of elementary textbooks. The essential provisions of the law are as follows:

1. Uniform series of elementary textbooks.
2. Textbook Commission not to exceed seven members appointed by State Board of Education upon recommendation of State Superintendent of Education. They must be well-known educators engaged in public school work.
3. Adoption of textbooks for five years, unless otherwise directed by the State Board of Education.
4. State Board of Education by three-fourths' vote may drop an unsatisfactory book at the end of any school year.
5. Price shall not exceed the minimum price at which publisher has entered into contract during the twelve months preceding. (It is unfortunate that this date is not January first, as in Tennessee, thus making it synchronous with the proposed uniform date for state listings.)
6. Exchange period, one year from date of contract.
7. Supplementary textbooks authorized.
8. Free textbook districts, ordering freight shipments of 100 pounds or more, shall get state contract prices.
9. Cities of 40,000 or more inhabitants may, with the approval of State Board of Education, substitute other textbooks for those adopted.

The Remedy.

I have discussed somewhat at length the difficulties of the publishers. The schools at the same time are embarrassed in some cases as they cannot purchase and use desired books because of the inability of publishers to list them in accordance with the law at a price based on present day cost of production. Both are the losers.

In the long run the interests of publishers and schools are identical. Any legislation or change of regulations that helps one will help the other. It has been suggested that this whole problem will solve itself by a return to pre-war status. Eventually this may prove true but there is no immediate prospect of such a change. There does not seem to be any immediate prospect of stable conditions on even the present high price plane of production. As long as raw materials, labor and taxes increase, so long must prices continue to advance. This applies to books, just as it does to food, clothing, fuel and transportation. There is no hope for lower cost prices in the near future; there is little prospect of continued production even at the present high cost level; there is every reason to expect increased manufacturing costs for some time to come. Eventually, of course, we may have another era of low prices, but meanwhile books must be manufactured and must be sold at a price based on manufacturing cost.

Again, Federal listing of textbooks has been suggested as one of the new duties to be undertaken when the Bureau of Education becomes a Cabinet Department. The suggestion has considerable merit viewed from the standpoint of school administration in the second quarter of this century. It has no value as an immediate solution of the publishers' problems. The relief needed is in 1920 not in 1925 or later. Any discussion along this line is purely academic. Federal relief was not attainable even as a war measure, altho repeatedly suggested and carefully considered.

What then can be done? Action along the following lines would be helpful and probably sufficient:

1. Reasonable standardization of state laws. The new Alabama law might easily be taken as

a working model for the states that have state adoption. The Michigan law with the elimination of the provision for price limitation based on deliveries under contract, might serve as a working model for the listing states. Some minor changes might also be desirable. This standardization is attainable.

2. Elimination of minimum price provisions so far as they relate to contracts made in any calendar year preceding the one in which an adoption is to be made.
3. Annual listing of books effective January first for the current calendar year.
4. Shortening of the contract period to three years; even this is too long in this time of storm and stress.
5. Incidentally, abolition of fees for filing books submitted for listing and reduction in some cases of the amount of bonds required.

How?

The changes asked for above are few, but they are vital to the publishers and highly important to the schools. They can easily be secured in most states if the school people ask for them. At its meeting next month in Cleveland the Superintendents' Section of the N. E. A. should take up this matter not for discussion but for action. A committee should be appointed with full power to act. The initiative in this matter should come from progressive school men and women. It is an *educational emergency* second only to inadequate salaries and the consequent shortness of teachers.

In Conclusion.

What the Schools Need: Opportunity to buy the best books in each subject unhampered by price restrictions of yesterday.

What the Publishers Need: Opportunity to sell their books at prices based on the cost of production of today.

The Status and Regulation of Private Schools

Dean Harry R. Trusler, University of Florida Law School

The decisions bearing upon the state's power to regulate or prohibit private schools are few, and mostly involve incorporated schools, and seem to turn upon the fact that the school is a private corporation, of which the state has no right to revoke or alter the charter or take away the franchise or property without its consent, unless such right was reserved in the original charter (3 Am. Dec. 672; 33 Am. Dec. 585). It is the modern practice of legislatures in granting private school charters to reserve this power of regulation, for otherwise the state's control of them is based upon the lawful exercise of its police power alone. But if the legislature has taken the above precaution, its control over an incorporated school is greater than over an unincorporated school; because a corporation created by a state has no natural right to teach at all. Its right to teach is such as the state sees fit to give it, subject even to recall if the state has so provided. In creating a corporation a state may withhold powers which may be exercised by, and cannot be denied to, an individual. It is under no obligation to treat both alike (211 U. S. 45).

But while a state may have the right, under an explicit charter reservation, to deny a private school corporation the right to continue teaching, it is powerless to dispose of its property; for this would be taking property without due process of law, which is prohibited by both the state and the federal constitution. Thus an Ohio statute of 1892, which in terms gives

absolute control and management of the affairs and property of Cincinnati College to the directors of the University of Cincinnati, is unconstitutional and void. This is true, altho the charter of the Cincinnati College reserves to the general assembly the right of amendment. As the court declared: "Whatever difficulties have been encountered by the courts in ascertaining the limits of this reserved legislative power, they concur in denying that under it the legislature can strip a corporation of its rights of property. The power of alteration and amendment is not without limit. The alterations must be reasonable; they must be made in good faith, and be consistent with the scope and object of the act of incorporation. Sheer oppression and wrong cannot be inflicted under the guise of an amendment or alteration" (28 L. R. A. 409).

The Dartmouth College Case.

The limits of the power of the legislature over private school corporations are clearly established in the celebrated Dartmouth College Case, decided in 1819 by the Supreme court of the United States (17 U. S. 4 Wheat. 518, 4 L. Ed. 629). No more famous decision, perhaps, ever came from this august tribunal, and it remains the unshaken law today. Love and devotion to his alma mater caused Daniel Webster to make on behalf of the college one of the supreme judicial efforts of his life.

The facts of this case in substance are as follows: The Rev. Eleazer Wheelock of Connecticut originated about the year 1784 at his own expense, and on his own estate, a school for the education of Indians. Thereafter various contributions and donations were made for the ad-

vancement of the institution, which was incorporated by the king of England and erected by charter into Dartmouth College for the general purposes of education. The number of trustees was limited to twelve; and they were given the usual powers of acquiring property and suing and being sued. The trustees, moreover, were empowered to appoint all the instructors and officers of the college, and to perpetuate their own body by filling any vacancies that might occur; no endowment whatever having been made by the crown. After the revolution the legislature of New Hampshire, where the college was located, passed various laws changing the charter of the institution and putting it under state control.

The court held that the original charter was a compact between the crown, the trustees and the donors of the property for the benefit of the institution, and that the acts of the legislature by increasing the number of trustees, appointing 25 overseers, new modeling and enlarging the charter, and by transferring the property from the old board to the new, was a violation of that compact and repugnant to that provision of the United States constitution declaring that no state shall make any law impairing the obligation of contracts.

That a college charter is a contract is thus demonstrated beyond question by Daniel Webster. "A grant of corporate power and privileges is as much a contract as a grant of land. What proves all charters of this sort to be contracts is that they must be accepted to give them force and effect. If they are not accepted they are void. And in the case of an existing

Notes. This article is a section of a forthcoming book on School Law. It reveals unexpected differences between private and public schools and shows a number of limitations of both.—Editor.

corporation, if a new charter is given it, it may even accept part and reject the rest."

The opinion of Justice Story contains this clear exposition of the law. "When a private eleemosynary corporation is thus created by the charter of the crown it is subject to no other control on the part of the crown than what is expressly or impliedly reserved by the charter itself. Unless a power be reserved for this purpose, the crown cannot, by virtue of its prerogative, without the consent of the corporation, alter or amend the charter, or divest the corporation of any of its franchises, or add to them, or add to, or diminish, the number of trustees, or remove any of the members, or change or control the administration of the charity, or compel the corporation to receive a new charter. This is the uniform language of the authorities, and forms one of the most stubborn and well settled doctrines of the common law."

It must be kept in mind that the foregoing doctrine is applicable only to *private* corporations; altho, as Justice Story has pointed out, "a private corporation may well enough be denominated a public charity." A public corporation is one created by the state for political purposes and to act as an agency in the administration of civil government (82 Ill. 356). A public corporation is not a voluntary association as a private corporation is; and there is no contractual relation between the government and a public corporation or between the individuals who compose it (38 Atl. 876). Thus if a corporation be in its strictest sense public the legislature has full power to modify or abolish it (26 Am. Dec. 515).

Visitation and Control.

"Visitorial power" is a mere power to control and arrest abuses and to enforce a due observance of the statutes of a charity (1 Fed. Cases 489). It is possessed by an individual who conveys property in trust for charitable purposes; but it is a power which may be assigned, and the incorporation of trustees under a charter which confers on them the full power and management divests such right of the founder and vests it in the corporation (26 S. W. 755).

A court of chancery has no power of visitation over an incorporated academy, tho it has power to cause unauthorized contracts by its trustees to be canceled (1 Hopk.—N. Y.—278). But the trustees of a private academy which has made an agreement with a village board of education as to the salary of the principal and the admission of pupils, may be restrained from violating their contract (88 N. Y. Supp. 330). The unlawful use of the word "university" in the name of a business school also may be restrained by injunction at the suit of the commonwealth (48 Atl. 277). The attorney general cannot bring an action to determine who are entitled to vote at corporate meetings of an incorporated private school. In such cases, unless a public wrong is being committed, or some fundamental principle of public policy violated, the only remedy is by a private action of the parties aggrieved (9 N. W. 391). The legislature, however, may authorize the attorney general to inquire by *quo warranto* whether the charter and franchise of an incorporated school should be annulled by reason of abuse (9 Gill—Md.—379). Moreover, a private incorporated school receiving state aid is within the purview of a statute prohibiting officers and members of boards of institutions receiving state aid from selling supplies to such institutions (33 Pa. Super. Ct. 557).

Support From Public Funds.

Whenever state constitutions prohibit the appropriation of state property for the benefit of

sectarian institutions, as they generally do, such schools under no circumstances can be given public aid (1 L. R. A. 437; 16 Nev. 373). Thus it was held in South Dakota, under the constitution which provides that "no appropriation of lands, money or credits to aid any secretarian school shall ever be made by the state," that this applies to all appropriations to such schools, whether made as a donation or in payment for services rendered the state by such schools (14 L. R. A. 418). Here Pierre University, a Presbyterian institution, after instructing a class of normal students for the state under a contract pursuant to statutory authority was not allowed to recover from the state the tuition agreed upon, because the constitution invalidated the statute authorizing the contract. "If the state can pay the tuition of 25 students," the court asks, "why may it not maintain at the institution all that the institution can accommodate, and thereby support the institution entirely by state funds?" (L. R. A. 418). This holding undoubtedly is correct, and is in harmony with the opinion of the Supreme court of Illinois (18 N. E. 183).

Thus it is necessary to inquire what is a sectarian institution. To teach the existence of a Supreme Being of Infinite wisdom, power and goodness, and that it is the highest duty of all men to adore, obey and love Him is not sectarian, because all religious sects so believe and teach. Instruction becomes sectarian when it goes further and inculcates doctrines or dogma concerning which the religious sects are in conflict (7 L. R. A. 330; 20 Am. St. Rep. 41). It is important to ascertain whether the instruction given is sectarian, because "if the instruction is of a sectarian nature, the school is sectarian" (18 N. E. 183). Moreover, a university under the control of a corporation organized to maintain and promulgate the doctrines and beliefs of a particular church is a sectarian school (50 N. W. 632). Schools controlled by a church are necessarily sectarian, and it is immaterial that students are excused from religious instruction. If the instruction given to those electing to take it is sectarian, the school is sectarian (18 N. E. 183).

Altho a private school, not being a part of the state's "uniform system of free public schools," cannot be given school money devoted by the constitution to said system (103 Mass. 94; 6 Mass. 401; 3 So. 804; 25 La. Ann. 440), it may nevertheless receive other money from the state, there being no specific constitutional provisions to the contrary. A grant of state land in aid of the German-American Seminary of Detroit, Michigan, has been sustained (10 N. W. 50).

A *fortiori* appropriations by the legislature for the expenses of a private normal university, in consideration of the gratuitous instruction of teachers for the common schools, are valid, as within the legislative discretion in reference to means of carrying out a constitutional provision calling for a system of free schools. Here the beneficiary was not shown to be a sectarian institution and the money appropriated was not shown to be school money, but rather the general public fund of the state. Saying the legislature could do any act not forbidden by the constitution, the court affirmed its power to support either public or private schools as instrumentalities for the performance of its aforesaid constitutional duties for the performance of its aforesaid constitutional duty. (48 L. R. A. 575).

In the absence of constitutional inhibition, the state or any of its subdivisions may employ individuals or corporations to do work or render services for it (51 L. R. A. 681). Thus, a statute appropriating money in aid of Cornell University, a private educational institution, upon condition that it act as a governmental agency in the management of state forests is not violative of a constitutional provision providing that neither the credit nor the money of the state shall be given or loaned to any association, corporation, or private undertaking. Said the court: "We have here a public statute whose sole aim is to promote education in the art of forestry; an object in which every citizen of the state has a vital interest. The statute provides a perfect scheme of state control, constitutes the university its agent, requires frequent reports, and as amended in 1900 confers upon the controller additional powers of financial supervision. The



©. U. & U. A SELF PERPETUATING MEMORIAL TREE COMMITTEE.

The children of the Force public school in Washington, attended by Quentin Roosevelt planted a Lombardy poplar in his memory. The American Forestry Association registered the tree on its national honor roll and appointed a pupil from each class to serve on a committee to care for it. This pupil, when he moves to the next grade will appoint a new member for the class he is leaving, thus perpetuating the committee.

power sought to be exercised by the state in the present instance is supported not only by judicial authority, but by many instances where its exercise has existed for many years and remains unchanged" (79 N. E. 866).

Taxation for Private Schools.

An act of the legislature, authorizing a town to raise by taxation a sum of money for the use and benefit of a private educational institution is unconstitutional and void. In holding that the town of Jefferson in this way could not aid the Jefferson Liberal Institute, "an essentially private educational institution controlled exclusively by stockholders thru a board of trustees," the Supreme court of Wisconsin said: "The fact that it is an institution incorporated by act of the legislature, does not change its character in this respect. It is but a most frivolous pretext for giving to a corporation, where there is no certain and definite personal responsibility, money exacted from the taxpayers, which a just and honorable man engaged in the same business would hesitate to receive, tho paid without opposition, and to enforce the payment of which, against the will of the taxpayers, he would never think of resorting to coercive measures, provided the same were unlawful. It can no more be supported by taxation than if it were unincorporated, or a private school or seminary of the kind above supposed. Nor will the location of the institution at Jefferson, and the incidental benefits which may thereby arise to the people of the town, sustain the tax. There is not the kind of public benefit and interest which will authorize a resort to the power of taxation. Such benefits accrue to the people of all communities from the exercise in their midst of any useful trade or employment, and the argument, pursued to its logical result, would prove that compulsory payment, or taxation, might be made use of for the purpose of building up and sustaining every such trade or employment, tho carried on by private persons for private ends, or the purposes of mere individual gain and emolument. That there exists in the state no power to tax for such purposes, is a proposition too plain to admit of controversy" (1 Am. Rep. 187; accord., 35 Am. Rep. 761).

Similarly, under a constitution authorizing the corporate authorities of counties, townships, school districts, cities, towns and villages to assess and collect taxes for corporate purposes, the legislature has no power to constitute a private schoolhouse a district, provide for the election of trustees for it, and invest them with the taxing power for the support of a school to be maintained there. Said the court: "These trustees who imposed this tax were not any such corporate authorities of any such corporate bodies as are enumerated in the above cited section of the constitution. Altho this Hamilton primary school district may be termed a school district, it is no such school district as is contemplated in the above constitutional provision. The 'school districts' there referred to, were the public school districts well known and existing thruout the state, formed for the purpose of the maintenance and support of public schools under the general school law as a part of the system for the establishment and maintenance of common schools thruout the state. To hold that this school district in question comes within the constitutional intendment of 'school districts,' would be to enable the legislature to confer the taxing power upon any college, seminary or private school of learning within the state, by constituting about it an arbitrary district, provide for the election of trustees therein, and bestow upon them the taxing power for the support of the institution.

"The bequest of \$4,000, by the will of Silas Hamilton, for the establishment of a primary school, \$2,000 thereof to be appropriated to the erection of a building suitable for a school and for a place of public worship, was not made to, nor did it belong to, the state; and the same is true of the lot of land procured by his executors, and the building erected by them thereon. It was not public property, but private property. The incorporation of Hamilton primary school was not for governmental purposes, for any purpose belonging to the carrying out of the common school system of the state, but for the purpose of the administration of a private charity. It is but a private corporation, and under the constitution of 1848, as we conceive, the legislature could not rightfully invest its corporate officers with the power of taxation. We hold the tax in question to be unauthorized and invalid" (82 Ill. 356).

A town, moreover, has no authority to raise by taxation and appropriate money to support a school as a public school which is founded by a charitable bequest that vests the order and superintendence of it in trustees who, tho a majority of them are to be chosen by the inhabitants of the town, yet are limited to be members of certain religious societies. Such taxation, it was held, violated the following provision of the constitution. "All moneys raised by taxation in the towns and cities for the support of public schools, and all moneys which may be appropriated by the state for the support of common schools, shall be applied to, and expended in, no other schools than those which are conducted according to law, under the order and superintendence of the authorities of the town or city in which the money is to be expended." As was pointed out by the court, the fact that the school in question was not under the control of the town authorities was its objectionable feature, and constituted the reason why moneys raised by taxation or appropriated by the commonwealth for the support of common schools could not be applied to its support" (103 Mass. 94).

However, saying "our constitution does not contain such a prohibition of taxation for the support of other public schools than those under the exclusive superintendence of town authorities as was enforced in *Jenkins v. Andover*, 103 Mass. 94," the Supreme court of New Hampshire has sustained a special legislative act authorizing a town to raise money by taxation for the purpose of erecting a school building and leasing it to a private academy for school purposes without the payment of rent. Following is the reasoning of the court in substance. Local education is a local purpose for which legislative power may be delegated to towns. A tax raised for a free public school and a free public schoolhouse is raised for a public purpose, and the purpose is not made private by a mere exaction of tuition. The use of the building continues public if the public have a common and equal right therein free from unreasonable discrimination. In accepting public aid, the school corporation consents to all the conditions necessary to give validity to the statute and the lease. Consequently the use of the property will be public and legal in every sense demanded by the property rights of taxpayers and the educational rights all entitled to the direct and indirect advantages of the tax. These rights will be enforced by adequate remedies, and a mere possibility of remediable wrong does not prohibit the legislative exercise of the taxing power in question.

In conclusion the court said: "This construction of the statute, by implication of law made a controlling stipulation of the lease, establishes the absolute and definite personal responsibility

of the trustee, and the direct and exclusive nature of the public interest, the want of which was the ground of the decision in *Curtis v. Whipple*, 24 Wis. 350, 1 Am. Rep. 187. The public use contemplated by the legislature was not a mere public benefit incidentally or directly derived from a private school. Whether the doctrine of *Merrick v. Amherst*, 12 Allen, 500, and other cases of that class (*Gordon v. Cornes*, 455; *People v. McAdams*, 82 Ill. 356; *Henslet Tp. v. People*, 84 Ill. 544; *Livingston v. Darlington*, 101 U. S. 407) is consistent with the law of this state, (*Bowles v. Landaff*, 59 N. H. 164, 192; *Berlin Mills Co. v. Wentworth's Location*, 60 N. H. 156 is a question not raised by the case" (9 Atl. 389).

Subscriptions to Private Schools.

The enforcement of the subscriptions of private parties in favor of private educational institutions depends in general upon whether the subscription is accepted (116 Mass. 471), and supported by a consideration (6 Am. Dec. 162). But the acceptance of the subscription may be proved by parol testimony, and any liability or expense incurred by the school on the faith of the subscription constitutes an implied acceptance (46 Ala. 626; 36 Barb.—N. Y.—576). Should the subscription expressly prescribe some method of acceptance, however, this requirement must be complied with (24 Atl. 885). But if nothing is said in the subscription in respect to the method of acceptance, it is not necessary that the subscriber should be notified that the subscription has been accepted (33 Am. St. Rep. 234). Moreover, a subscription solicited without previous authorization may be subsequently ratified and accepted by the school (1 Vt. 212).

A subscription is merely an offer to contribute toward the accomplishment of a proposed object, and it does not become a contractual obligation until it is supported by some consideration (6 Am. Dec. 162; 60 Am. St. Rep. 727). A statement in the subscription that the subscriber has retained the amount subscribed as a loan from the school will not evade this result (5 Am. St. Rep. 627). Courts have been astute, however, in discovering consideration for subscriptions, and have enforced them on one or more of the following theories. Consideration for subscriptions may be found in the promises of the other subscribers (49 Cal. 347; 32 Conn. 412; 53 Ind. 326), altho this doctrine does not obtain in the states where the beneficiary of a contract cannot sue upon it unless he is a party to it (1 N. Y. 581; 23 Am. Rep. 286); in the express or implied promise of the school to carry out the purpose for which the subscription has been made (12 Pick.—Mass.—541; 44 S. E. 47; 24 Vt. 189); in the compliance of the school with the express or implied request of the subscriber that acts be done in furtherance of the purpose of the subscription (34 N. Y. 379; 39 L. R. A. 636; 25 Am. Rep. 510); in whatever work has been done or expenditure has been made by the school in reliance upon the subscription (32 Conn. 412; 79 Am. Dec. 361); or, finally, according to some courts, in a statutory duty of the school to disburse the fund subscribed (36 L. R. A. 239; 10 Bush.—Ky.—234; 16 Ohio St. 20).

Following are the principal defenses to a suit by a school in a subscription in its favor; a fraudulent representation of fact relating to the subject matter of the contract and inducing the subscription (53 Pac. 766); a fictitious subscription on the strength of which the subscription in question in good faith has been made (40 N. H. 330; 1 Vt. 189); failure of the school substantially to perform the conditions upon which

(Concluded on Page 103)

Relations Existing Between Superintendents and School Boards in Iowa—II

S. W. Johnson, Superintendent of Schools, Brookings, S. D.

Causes of Failure of Superintendents.

Failures in school administration, waste of funds and wrecked opportunities for children are quite synonymous. In all fairness to the zealous efforts on the part of teachers, school boards, and superintendents, there is a large element of waste in the American school system. This waste comes from various sources. Lack of foresight and understanding of the definite purpose in an educational campaign, have contributed greatly to the failure in the service of public schools. Limited experience on the part of the superintendent and local jealousies in the community have frequently been deciding factors against stability in school administration to the extent that a bad tradition in school management is developed. Uncomplimentary coloring of the school goes to the minds of all in the community, with the result that failure begets failure, frequently thru a period of years.

An unsatisfactory school will bring a low morale in the community, with poor attendance. School officials are selected carelessly, funds are withheld and equipment neglected. The next year the situation is probably worse. In the selection of teachers under this condition of neglect, the standards of preparation are frequently pitifully low. Inexperienced teachers are selected only to be changed after they have acquired some skill at public expense and a successor chosen to repeat the experience of the predecessor.

Beggarly funds will not provide for equipment. Reference material, supplies and upkeep of property are all neglected. A new superintendent is desired who can succeed, and there is great rejoicing in the community when the news is reported that a satisfactory superintendent is secured for the next year. Under the condition just described the new superintendent has but little opportunity.

Possibly there is no class of professional men in America who have higher ideals and better preparation for their work than the modern school superintendent. He has frequently thought of the causes of unpleasant relations between his predecessor and the community and has tried to analyze the condition with a spirit of helpfulness and a desire to bring profit to the educational system. It is only fair that superintendents might understand the causes of failure and for this reason the data are presented.

If frequent changes and misunderstandings come from hasty action based on opinion, emotions and pleasure, in all fairness to deserving boys and girls, a clear understanding of this source of loss is due the public. The causes of failure of superintendents seem to present some very striking data. It is questionable whether real conditions have justified the percentages revealed in this questionnaire. These data show a need of some general standard which will be of service in the rating of superintendents.

Seven Causes of Failure.

Dishonesty—Of the 150 replies to this part of the questionnaire, 37 cases check dishonesty, first. Six cases place it second; seven, third, and the remaining seven cases are distributed from fourth to sixteenth place. Is it possible that these data are indicative of some cause of mistaken judgment and unfair to the integrity of superintendents? For data see table IV.

Indiscretion—Eighteen school boards ranked lack of discretion first, and ten ranked it second.

The remaining eighteen cases are distributed up to thirteenth rank.

Deceitfulness—Fifteen school boards consider this because of the failure in first place. Ten place it second; eight, third.

Disloyalty—Disloyalty is the cause of failure as ranked first by 25 school boards and second, by eleven.

Lack of Control—Lack of control is a prominent cause, judging from the number of school boards who have ranked it first in thirty-one cases.

Low Morals—Low morals is next to the highest number of rank by school boards. Thirty-six have checked it first.

Outside Interests—Too many outside interests is ranked first by fifteen school boards, and second by eight. This is a fact rather difficult to correlate with the high percentage by men wishing to take more active part in affairs outside of school. The modern idea of education seeks a large application of knowledge rather than mere information.

TABLE IV.

Case	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1. Dishonesty	37	6	7	4	2													
2. Indiscreet	18	10	3	7	2	1	1	1	2									
3. Deceitful	15	6	5	5	5	1	1		2	1								
4. Untruthful	15	10	8	4	4	2				1	1							
5. Immaturity	3	2	7		1	3	2	1	2	1	1	1				4		1
6. Disloyalty	25	11	6	3	2	3		1		1	1							1
7. Poor health	10	4	10	5	1	1	3	1	2	1		3			2			1
8. Lack of culture	11	4	7		3	5	2	1	6	1	1			1	2			
9. Careless in dress	9	5	8	2	3	2	2	4	1	2	2	1	2					2
10. Too nervous	4	4	5	3					1		1	1	3	1				2
11. Lack of control	31			1	6	4	1				3	1						
12. Lacking in sympathy	6	2	5			1	1	1	2	4	2	1				3	2	1
13. Low morals	36	4	4	4	1	2		8	1	1		1						
14. Poor judgment	25	12	1	3	6		5	2	2	3	1		1					
15. Deficient scholarship	15	8	5	1	1		2	2			2	3			3			3
16. Too many outside interests	15	3	7	1	2	2		3		1		1	3	1	2	4	1	
17. Unattractiveness	7	3	4			1		1		1				1	2	1	1	1
18. Remained in community too long	1	4	7	1	1		1		2			1			2		2	3
19. Religious views not acceptable to community	5		3	1										1		1		4
20. Indiscreet conduct of family	5	3	3	2		1	1						1	1	1		1	6
21. Too old	7		7	1		1		2						1		2		3
22. Lack of sociability	7		7	1		1		2						1		2		2
23. Others	2		1			1	1					1						

Determining Factors in the Success of Superintendents.

What are the determining factors of the success of a superintendent?

Frankness—As judged by 117 replies by school boards, frankness is ranked first in 22 cases, and second in six cases; third in four cases. The remaining thirteen cases are distributed

TABLE V.

Cases	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1. Frankness	22	6	4	2	2	1	2	1	2		1		1					1
2. Initiative	11	5	4	5	2	2	2	1	1	2								2
3. Initiative	32	9	7	1		2	3	1	1	1							1	1
4. Dependability	26	6	3	2	2		1	2	1		1	1	1					1
5. Industry	17	8	3	2		2	1	2	1	2		1	2					
6. Fair mindedness	12	9	2	3	2	1	4							1	1		1	2
7. Good manner	8	6	2	1	1	1	2	1			1	1	1	2	1			3
8. High courage	13	4	2	3	1	1	1	1	1	1	1				1	2		2
9. Good discipline	30	16	11	5	4	1	1	1		1								
10. Good scholarship	22	12	5	2	3	4	2	2	1	1			2	1				1
11. Congenial disposition	12	4	4	2	2	1		1	1		1	1	1	1	1	2	1	1
12. Ability to cooperate	16	5	1	4	2	1	1			1	1	2			1		2	1
13. Good common sense	35	7	10	6	2	2	1	2			1	1						2
14. Good judgment of teachers	15	5	2	3	3	2	1	1	5		2	1	2	1				1
15. Attractive appearance	8	4	2	4	4	2	1	2	1	2				1	2	1		1
16. Good health	13	6	3	1	1	3	4	1	3	2	1					3	2	
17. Proper control of temper	16	4	2	2	3	1	3	1	2	2		1	1					1
18. Good sense of humor	7	5		3	3	1			2	2					2			1
19. Ability to use advice	9	8	1	2	1		1	1	1	1	1		2	1	1	1	1	2
20. High moral conviction	18	5	1	3	2	4		2	2	2	1	1			1		1	2
21. Interest in community life	7	4	4	4	1	3	2	1	1	2	1	3			2			1
22. Sympathy for young people	17	2	2	3	3	1	3		2	1						2	2	1
23. Interest in educational problems	18	3	1	3	3	3	2	1	1	2	2					1	1	1

highest factor in the success of a superintendent as checked by the school boards. This is indeed a qualification that every superintendent should have, but is this fair to the other qualifications which a man might possess as a superintendent?

Good Judgment—Good judgment in superintendents is ranked first by fifteen school boards; second by five, and other cases distributed promiscuously to nineteenth place. The replies indicate that school boards have not found the real essence of a superintendent's value to the district. No quality of a superintendent should stand above his ability to judge and rate teachers. A superintendent should be worth his salary to the district in this one respect. The quality of instruction in a school system is beyond any means of measuring in terms of money. A school board might well place good judgment of superintendents on a par, or superior to his education. It is unfortunate that school boards in Iowa have not felt this factor as a more influential element in the success of superintendents.

Control of Temper—Proper control of temper is ranked close to some of the more desirable qualities of a superintendent. Thirteen school boards place this factor first, and six have rated it second. It is distributed to the sixteenth place.

Moral Conviction—High moral conviction receives first place by eighteen school boards and second by five. Forty-six school boards recognize this as a factor in the success of superintendents, but distributed from one to eighteenth place.

Sympathy—Sympathy for young people is ranked first by seventeen school boards, but the 39 cases reveal a consideration of this factor in a superintendent's success, even tho they are distributed up to seventeenth place.

Educational Problems—Interest in educational problems is marked eighth by eighteen school boards in first place.

Difficult Problems for School Boards.

Here is an interesting situation. A little study reveals many overlapping tendencies that can be found only in public affairs. The object of this study was to determine, if possible, the questions on which there might be occasions for misunderstanding.

Table VI contains data for the following problems.

Janitors—In 59 per cent of the replies from school boards, the question of janitors is checked as a problem for school boards, and eleven per cent is checked as a problem for superintendents. The hiring of janitors is checked by 80 per cent of the school boards as a question for school board action, and only four per cent have considered this question a part of the superintendent's duty. Twenty-one per cent of the school boards even consider supervising the janitors as a function of theirs, while 67 per cent of the school boards have checked the question of supervising of janitors as a problem for superintendents. When Iowa's school situation is more efficient and more economical, and when the duties of a superintendent are more fully understood and appreciated, the janitor and all of his activities in relation to schools will be under the immediate and direct control of a superintendent. It is at least gratifying to see that a majority of school boards are willing to allow superintendents the privilege of supervising the janitor.

Supplies—Of the 121 school boards who checked any part of this section of the questionnaire, 38 per cent of them feel that the question of supplies belongs to school boards, and 29 per cent feel that this is a question for the superintendent.

Of the 123 replies, 121 checked "E" of Questionnaire "A".

TABLE VI.

	Items belonging to School Boards.			Items belonging to Superintendents.		
	Number	(*) Number of Cases.	Per Cent of Cases.	Number	(**) Number of Cases.	Per Cent of Cases.
Janitors	1.	73	59	14	11	
Hiring	a.	97	80	5	4	
Supervising	b.	26	21	82	67	
Supplies	2.	46	38	35	29	
Purchasing	a.	58	48	23	19	
Distributing	b.	11	9	45	37	
Parents in relation to instruction and discipline..	3.	7	5	55	45	
Children	4.	8	6	84	69	
Teachers	5.	18	14	64	53	
Nominating	a.	28	23	30	24	
Assigning	b.	15	12	78	65	
Supervising	c.	11	9	67	55	
Athletics	6.	17	14	82	68	
School Funds	7.	11	9	47	39	
Raising	a.	15	12	53	43	
Distributing	b.	8	6	50	41	
Upkeep of property	8.	95	79	17	14	
Promotion of pupils	9.	10	8	104	86	
Grading of pupils	a.	4	3	96	79	
Course of Study	10.	24	19	87	72	

In purchasing supplies, 48 per cent of the school boards feel that this is a duty belonging to them. As one president stated, "We prefer to do the purchasing ourselves, rather than to allow our superintendent to waste so much time with salesmen. Nineteen per cent of the replies consider the purchasing of supplies the superintendent's business. Nine per cent of the school boards even feel that it is their duty to distribute supplies, while 37 per cent of them are willing to grant this authority to the superintendent.

Parents in Relation to Instruction and Discipline—To whom is the question of parents in relation to instruction and discipline assigned? Five per cent of the school boards feel that this is a question that belongs to them. Forty-five per cent of the school boards are perfectly willing evidently to assign the task to the superintendent of schools.

Teachers—Under whose management are teachers placed? Fourteen per cent of the school boards in Iowa feel as if the teacher question belongs to them. Fifty-three per cent assign to the superintendent. Twenty-three per cent of the school boards wish to nominate teachers, and 24 per cent permit this to be done by superintendents. Twelve per cent of the school boards wish to assign teachers, while 65 per cent of the assignments are made by superintendents.

Nine per cent of the school boards wish to supervise teachers, and 55 per cent secure supervision of teachers by the superintendent. It is not surprising that superintendents become dissatisfied under some of these conditions. If they are to be held responsible for this work, it is only fair that the entire responsibility be placed with them. School boards should understand that their duty is to see that a good school is given to that community. It is the duty of the school board to see that superintendents secure good janitors and teachers, that the building is properly supplied, but it is not their duty to attempt the pioneer function of administering these questions themselves. In this division of responsibility, it is too easy for school boards to assume that superintendents will do some of their work, or to criticize them for failures of their own. Likewise, it is possible for a superintendent to blame a school board for his own failure when the school board is carrying a part of his duties.

There must be some place in the public school system where responsibility rests, and some particular man upon whom all authority and responsibility is placed. Under such a plan, somebody is held responsible.

Who Manages Athletics?—It seems rather

strange that a smaller per cent of school boards are willing to manage athletics than will assume the assignment of teachers. Fourteen per cent of the school boards assume the management of athletics. The same per cent of school boards nominate teachers. There are fewer school boards desiring to manage athletics than are assigning teachers. Sixty-eight per cent of the school boards wish to have athletics managed by the superintendent.

The Upkeep of Property—Seventy-nine per cent of the boards consider the upkeep of the property a question for school boards. Only fourteen per cent of the school boards consider this a superintendent's problem. Possibly no one in the school system has a greater understanding of the upkeep of the property than a superintendent. He spends most of his year about the property and should know thoroly of its conditions. A better situation will be secured in Iowa when the superintendents are given more responsibility in the care and upkeep of public school plants. Repairs will not be started in August and September which cannot be completed until the school year is far advanced, if the superintendent is given full authority in some of these questions. Too often the whole school system is forgotten by school boards until the demands for the new year are forced upon them in their meeting shortly before school opens.

Who Manages School Funds?—Nine per cent of the school boards consider the question of funds belonging to them. Thirty-nine per cent of them place it in the hands of the superintendent. Twelve per cent consider the raising of funds a school board question, and 48 per cent place this in the duties of superintendents. Six per cent of the school boards wish to distribute the funds and 41 per cent assign this to superintendents.

Promotion of Pupils—Eight per cent of the school boards in Iowa check the promotion of pupils as a school board problem. It is gratifying to see 86 per cent of the school boards willing to assign this to the superintendent where it belongs. On this basis, in 96 schools in Iowa the school boards are attempting to assign pupils. Problems of this nature should be left entirely with the superintendent. Three per cent of the school boards wish to grade the pupils. Seventy-nine per cent feel that this is a superintendent's affair. Of the 222 schools checked, nineteen per cent of the school boards consider the course of study a problem for school boards, while 72 per cent check this for the superintendent.

There is enough overlapping of authority from this list of questions to make many em-

barrassing situations for superintendents and school boards. These facts have answered the cause for many misunderstandings and overlappings of administration in the public schools of Iowa. It is necessary that superintendents bring about a better understanding of the functions and duties of school boards, or abide by these conditions more harmoniously.

General Questions.

Do Teachers Go to Board Members With Complaints Without First Consulting the Superintendent?—For tabulations see table VII.

Of the 122 school boards who have replied, eight per cent of them say "yes", and 86 per cent answer, "no". Eight per cent is rather small, but it is larger than the best interests of the school in Iowa should permit.

Should the Superintendent Have Better Personal Habits Than a Business Man?—Sixty-eight per cent of the school boards in Iowa wish to have the personal habits of the superintendent above those of a successful business man. How will his salary compare with this class of business men? Twenty-four per cent do not care to have the habits superior. Why should fathers prefer better habits in their superintendents than they live? Do we ask more from superintendents than we should? Is it possible that a superintendent is to belong to everybody, and, consequently, every one sets up his little standard for the superintendent? Whatever may be said, the habits of a superintendent in Iowa must be quite exemplary, and it is only right that this is the case. The superintendent does more than teach lessons in a school; he is a living lesson in the community.

Who Purchases Supplies?—School boards in this respect still wish to use the authority which the state law confers upon them. Thirty-six per cent of the boards desire to purchase the supplies. Eighteen per cent will allow superintendents to provide for supplies.

to those that are quite unusual. To say the least, it will be a remarkable man who can satisfy all of these conditions.

See questionnaire in December number of School Board Journal.

Better mixer.
In church and social.
Community Club work.
Don't know of any.
Social work.
Better mixer.
By being active in church and social affairs.
Taking active part in community affairs.
He has too many outside duties now.
More interest in community life.
We have the best in the state.
Take more active part in civic affairs.
Being better able to understand boys.
Take more part in community affairs.
Friendly to all classes of people.
Emphatically act in all public questions.
Take part in affairs of community.
We expect him to be public spirited.
Our last superintendent was a good community man.

It is not wise for superintendent to become a meddler.

None that I think of. He is giving enough time now.

He or she should be a good all-round mixer.
Community welfare work thruout the entire year.

By being more inspiring to both pupils and teachers.

Attend strictly to his duties, and not meddle with affairs that have no bearing on his success.

Our superintendent is satisfactory as he takes an interest in community.

Hiring him so that he would be retained for twelve months each year.

Belong to the Chamber of Commerce and mingle with men.

A talk once a month on school problems and education to the public.

To be qualified to do public speaking on all occasions.

By taking active interest in community work.

Our new superintendent should take active part in community work.

Taking an interest in all town affairs and public improvement like any other citizen of the town.

Athletics and P. T. A. Meetings.

He should take earnest but not aggressive part in many of the activities of the town and community, especially where school interests are centered, but should avoid arbitrary discussions not pertaining to his work. He cannot hold himself aloof from communities and be an entire success.

Do Superintendents Attend Board Meetings?

—Sixty-six per cent of the replies indicate that they do. In 21 per cent of the cases superintendents do not attend board meetings. In 24 per cent of the cases they are requested to do so by the school boards. In 43 per cent they are not requested to attend board meetings, but may attend if they choose. In 27 per cent of the cases, the superintendent chooses to attend.

Do Teachers Make Personal Application to School Board Members?—From fifty per cent of the replies the teachers do. From 33 per cent, the teachers do not make personal applications.

Who Controls the Appointment of Teachers?—In fifty-three per cent of the schools in Iowa, the school boards permit the superintendent to control the appointment of teachers. In 45 per cent of the schools they do not. Here is another question where a division of authority will not bring the best results to a school system. Superintendents should know what the needs of the schools call for and should select particular teachers to satisfy each problem in the school system as fully as possible.

Who Determines the Annual Budget?—In 88 per cent of the schools of Iowa the school boards determine the annual budget. In five per cent of the cases the school boards are willing to allow school superintendents to control school budgets. This is a peculiar situation. Indeed there is an abundance of democracy in the Iowa school system.

May Superintendents Dismiss Teachers?—In 85 per cent of the schools, school boards are unwilling to permit superintendents to dismiss teachers. In eleven per cent of the schools, this authority may be used by superintendents.

Do Superintendents Approve Plans for Building?—Superintendents have the privilege of approving plans for building in 31 per cent of buildings of Iowa from this report. In 56 per cent of the schools, they do not have this authority.

This questionnaire has revealed many opportunities for study. Some plan which will assign authority to those trained and skilled to perform the work of an expert will lead to a greater efficiency in the public schools of Iowa.

In the 123 questionnaires, four replies of the school board are so outstanding that a quotation from one letter is submitted because of the splendid system used in that city. The other three use similar plans and speak in the highest terms of the superintendent.

..... "Referring generally to the questions on page four of the questionnaire, I will say, that here the board and the superintendent cooperate in all matters connected with the running of the school. The superintendent, as a matter of fact, controls; the board, however, always reserves the right to approve or disapprove what may be recommended by the superintendent.

"In brief, we follow here substantially the same method in use by presidents of universities and their governing boards. The superintendent is the executive and administrative officer of the school, and the board of education performs the functions of a managing board."

(Continued in February)

Mr. J. Edward Wanner has retired as member of the school board at Reading, Pa. Mr. Wanner had completed 26 years of service.

Mr. Charles W. Handman, business manager of the Cincinnati public schools, has been reelected for a third term as president of the Association of School Building Officials.

TABLE VII—General Questions.

	Number	YES. Number of Cases.	Per Cent of Cases.	NO. Number of Cases.	Per Cent of Cases.
Complaints	1.	10	8	107	86
Habits of a superintendent.....	2.	83	68	30	24
Board Meetings	5.	80	66	26	21
By request of board.....	a.	30	24	53	43
By choice of superintendent.....	b.	33	27
Teachers' application	7.	61	50	40	33
Appointment of teachers.....	8.	65	53	55	45
Annual budget	9.	7	5	108	88
Dismiss teachers	10.	14	11	104	85
Buildings	11.	38	31	69	56

Of the 123 replies, 122 checked "F" of Questionnaire "A".

	Number	Number of Cases.	Per Cent of Cases.
Supplies	3.		
Board	a.	44	36
Committee	b.	15	12
Superintendent	c.	23	18
Superintendent and			
Board	d.	26	21
Secretary	e.	10	8
Textbooks	6.		
Superintendent	a.	43	35
Superintendent and			
Board	b.	50	41
Board	c.	8	6
Teachers	d.	2	1
Superintendent			
Board & teachers	e.	5	4
County Board of			
Education	f.	2	1

Of the 123 replies, 122 checked "F" of Questionnaire.

How Can Superintendents Be of More Service to a Community?—This questionnaire can be answered by taking the direct statements of many school boards. The list is very suggestive of requests. It varies from the common duties

He has all he can attend to if he fills his position in the school system.

Depends on the man. Churches and social gatherings afford points of contact with community which a good superintendent should take advantage of.

Be a leader in Boy Scout Movement. Mix with the boys more in these sports.

He should set an example of playing square and endeavor to cultivate high ideals in his pupils.

Consult more with the school board and teachers. They should meet together and make suggestions and talk matters over once a month.

By promoting parent-teacher meetings and by aiding all uplifting social meetings.

Our superintendent has been a great help to community; in part of all its activities.

The average school man takes too little interest in community affairs: He fears public criticism and censure.

Our superintendent has been a great help to the community as he has taken part in debates, programs and done everything that has been asked of him.

If a superintendent conducts his school properly, he has very little time for other duties, but he should help in anything that will uplift the general public.

If possible, more active work in Boy Scout, Playground, and Home Garden interests.

How a Small State Houses Its School Children

N. L. Engelhardt, Teachers College, Columbia University

There has recently become available for the State of Delaware, the sum of \$2,000,000 for the erection of new school buildings. The donor of this generous gift, Mr. P. S. duPont, President of the State Board of Education has arranged for its expenditure thru a newly formed organization called the Delaware School Auxiliary Association.

The Service Citizens of Delaware, an organization one of whose aims is the advancement of education in the State, cooperated with the Delaware School Auxiliary Association, in having a complete study made of the school buildings of the State (exclusive of Wilmington) with the purpose of securing an equitable distribution of the benefits to be derived from the duPont Fund as well as of locating the school buildings in the state where immediate replacement is essential.

Such a building survey was undertaken during the months of June to September, 1919, and the report of the survey is now available at the office of the Service Citizens of Delaware¹.

In addition to the analysis which was made, the entire school plant as it existed in the summer of 1919, the study also included a possible program for consolidation which, if carried into practice, will reduce to the lowest possible minimum, the number of one-teacher schools in the state.

Two forms of school building score cards were utilized in the study of the school buildings, the Strayer-Engelhardt Score Card for City School Buildings and the Strayer-Engelhardt Score Card for One-to-Four Teacher Schools. Each score card has the items site, service, systems, classrooms, and special rooms as the main heads, and a large number of subdivisions under each of them. Each scorecard is also accompanied with a set of detailed standards² for each of the subdivisions in the light of which the score for each item is obtained. A school building which meets all the standards set up in the score card is rated at one thousand points. Experience resulting from many applications of the score card, involving a large number of buildings, suggests that a score of 900-1,000 indicates a highly satisfactory degree of construction and equipment. In fact, in only a few minor respects does such a building deviate from acceptable standards. A score of 500-700 points has meant that considerable alteration was needed before these buildings could be brought to a satisfactory standard of efficiency.

When scores of buildings have fallen below 500 points, it has been the universal judgment of those who have used the score card that speedy abandonment of those buildings for school purposes was the only justifiable course to be followed. In all instances where scores of 500 points or less have resulted it has seemed that expenditures for repairs and reconstruction would be highly excessive. It has also seemed that there was little possibility, even with the expenditure of relatively large sums of money, to secure as a result of such repairs and reconstruction a building which was suitable for school purposes. The forms of the One-to-Four Teacher School Building Score Card used is shown on this page.

In the State of Delaware, outside of the City of Wilmington, there are 29 school buildings provided for white children in which more than 4 teachers are employed. In scoring these buildings, the Strayer-Engelhardt Score Card for City School Buildings was used.

¹General Report on School Buildings and Grounds of Delaware by Strayer, Engelhardt and Hart, Service Citizens, Wilmington, Delaware.

²These standards are published by the Bureau of Publications, Teachers College, Columbia University, New York City.

The Strayer-Engelhardt Score Card for Village or Rural School Buildings of Four Teachers or Less.

I. SITE	160
A. Location	65
1. Accessibility	30
2. Environment	35
B. Drainage	40
1. Elevation	20
2. Nature of Soil	20
C. Size, Form & Use	45
D. Flagpole	10
II. BUILDING	200
A. Placement	40
1. Orientation	25
2. Position on Site	15
B. Gross Structure	90
1. Type	20
2. Material	10
3. Height	10
4. Roof	5
5. Foundation	10
6. Walls	10
7. Entrances	10
8. Aesthetic Balance	5
9. Condition	10
C. Internal Structure	70
1. Stairways and Corridors	25
2. Basement	30
3. Color Scheme	10
4. Attic	5
III. SERVICE SYSTEMS	250
A. Heating & Ventilation	55
1. Kind	20
2. Install. & Distribution	10
3. Air Supply	15
4. Fans & Motors	5
5. Temperature Control	5
B. Fire Protection	20
1. Apparatus	5
2. Fireproofness	5
3. Exits	5
4. Light Installation	5
C. Cleaning System	25
1. Kind and Equipment	10
2. Efficiency	15
D. Artificial Lighting	20
1. Gas or Electricity	5
2. Outlets & Fixtures	10
3. Illumination	5
E. Schedule & Emergency Equipment	20
1. Clock	5
2. Bell	5
3. Telephone	5
4. First aid	5
F. Water Supply System	50
1. Drinking	20
2. Washing	15
3. Bathing	5
4. Hot and Cold	10
G. Toilet Systems	60
1. Placement	15
2. Fixtures	10
3. Adequacy	10
4. Seclusion, Sanitation & Condition	25
IV. CLASSROOMS	225
A. Arrangement	10
B. Construction and Finish	80
1. Size	20
2. Shape	15
3. Floors	10
4. Walls	5
5. Doors	5
6. Closets	5
7. Blackbds. & Bull. Boards	15
8. Color Scheme	5
C. Illumination	60
1. Class Area	30
2. Window Placement	20
3. Shades	10

D. Cloakrooms and Wardrobes	20	20
E. Equipment	55	
1. Seats and Desks	30	
2. Teachers' Desks	5	
3. Other Equipment	20	
V. SPECIAL ROOMS	165	
A. Rooms for General Use	80	
1. Playroom	20	
2. Community Room	30	
3. Library	20	
4. Lunch Room	10	
B. Officials' Consult. Room	20	20
C. Other Spec. Serv. Rooms	65	
1. Industrial Arts	30	
2. Household Arts	30	
3. Fuel Room	5	
	1000	1000

In Table I, these 29 buildings are arranged according to their rank and according to the 50-point group of the 1,000 points on the score card under which each one of these buildings falls. It will be noted that five of these larger school buildings were rated by the judges above 500 points. All of the other 24 buildings of this group were scored by the judges below 500 points, and it was recommended that all of these 24 buildings be replaced at the earliest possible moment with school buildings which conform to the standards set up in the score card details.

TABLE I—Summary of Final Scores of School Buildings in Which More Than Four Teachers Teach.

Points	New Castle	Kent	Sussex	State
0-49				
50-99				
100-149				
150-199	1	1	1	3
200-249	1		2	3
250-299		1	2	3
300-349	3	2	5	10
350-399	1	1	1	3
400-449				
450-499	1	1		2
500-549			1	1
550-599			1	1
600-649		1		1
650-699				
700-749				
750-799				
800-849		1		1
850-899	1			1
900-949				
950-1000				
Total	8	8	13	29
25 Percentile	250	300	258	271
Median	333	350	315	327
75 Percentile	350	600	347	396

The Caesar Rodney School—Score 808 Points.

	Score.	Possible
Site	125	125
Buildings	140	165
Service Systems	185	280
Classrooms	258	290
Special Rooms	100	140
	808	1000

The Caesar Rodney School reflects the spirit of cooperation which can be brought to the fore in all communities in Delaware. This building was rated at 808 points or second in the group of these twenty-nine buildings. It has been built recently and is the best and most modern consolidated school in the state. The communities of Wyoming and Camden may well be proud of the advance stand they have taken in the erection of good school buildings.

There are still possibilities of improvement of this site by the planting of more trees and shrubs and the addition of playground apparatus. The baseball field and the agricultural projects demonstrate that other advantages will still be added to what has already been accomplished.

(Continued on Page 99)

COMPULSORY ATTENDANCE LAWS

H. R. Bonner, Statistician, Bureau of Education, Department of Interior, Washington, D. C.

(Continued From December)

Some may be inclined to question the standard that every state should provide a minimum term of school of nine months. This point is ideal, and has been realized by only a few states. Six states in all, namely, Connecticut, the District of Columbia, Maryland, New Jersey, New York and Rhode Island, have incorporated this requirement in their law. Six states have eight or eight and one-half months, namely, Arizona, Massachusetts, Missouri, Oregon, Vermont and Wisconsin. Ten states have seven or seven and one-half months, namely, Delaware, Idaho, Illinois, Kansas, Maine, Nebraska, New Mexico, North Dakota, Ohio, and Pennsylvania. Nine states require a minimum term of six months, namely, California, Indiana, Iowa, Kentucky, Nevada, South Dakota, Texas, Washington, and West Virginia. Four states require five months, namely, Michigan, Minnesota, Utah and Virginia. Five states require four months, namely, Colorado, Florida, Mississippi, Montana and North Carolina. Three states require a minimum of only three months, namely, Oklahoma, South Carolina and Wyoming. Six states require attendance for no specified minimum term, namely, Alabama, Arkansas, Georgia, Louisiana, New Hampshire and Tennessee.

It will be observed, however, that the minimum term provision in state school laws has little influence over the majority of pupils enrolled in the public schools, inasmuch as the minimum term law applies very largely to the schools having a shorter term, or which are apt to have a short term. Only where the minimum term required usually equals or exceeds 160 days does the provision tend to keep "on tiptoe" practically all the schools within the state. A study of the relationship between the minimum term and the average number of days the schools were actually kept in 1916 in the various states reveals the following conditions: The six states which have no minimum term provided actually maintained their schools on an average for 134 days; the three states having the sixty-day minimum maintained their schools for 133 days. In other words, they secure 122 per cent more school attendance than is provided for in their minimum-term law. The five states providing a minimum term of eighty days have an actual term of 133 days. In other words, they get 66 per cent more schooling than the minimum term law provides for. The four states having a minimum term of one hundred days get 162 days' schooling, or 62 per cent

more than the minimum calls for. The nine states providing for 120 days actually get 154 days, or 28 per cent more than the minimum term provided. The ten states providing for 140 days or for 150 days actually get 169 days, or 21 per cent more than the minimum term provides for. The six states providing for 160 days or for 170 days get on an average 170 days, or six per cent more than the minimum term provided. The six states providing for a minimum term of 180 days get on an average 187 days, or four per cent more than the minimum term provided in their law. It is very evident, therefore, that only the states which provide for at least 160 days for their minimum term affect the large majority of the schools within the state, inasmuch as a large percentage of them already maintain their school for a length of term far beyond the minimum. It is only fair to the boys and girls of the United States that they have equal opportunities and this can be realized only when each state incorporates the nine-months' provision in its school laws.

Several peculiar situations are revealed when one compares the minimum and the actual term. Arizona requires 160 days and gets 163 days on an average. The District of Columbia requires 180 days, and gets 178 days. Maryland requires 180 days and gets 178 days. Oregon requires 160 days and gets 151 days. It may be added, also, that the minimum term is not especially significant, in that ten states have at least a few schools maintained for a shorter time than the minimum prescribed. Two states made no report as to whether certain schools were maintained for a shorter term than the minimum provided. All told, 37 states maintained no schools with a term shorter than the minimum.

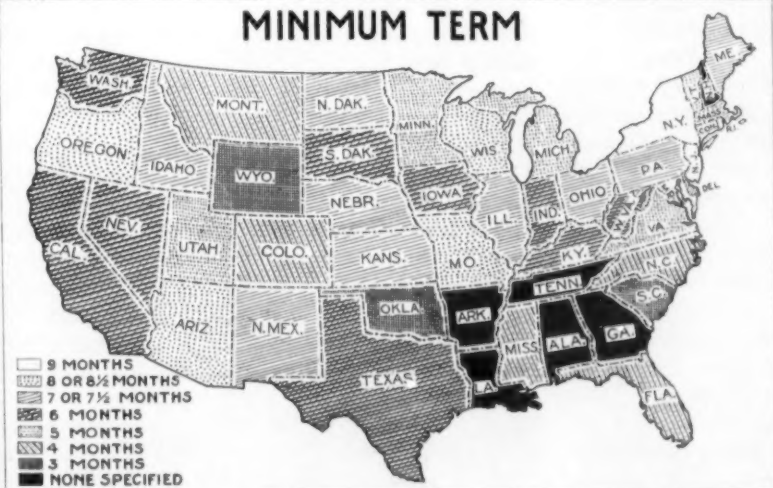
It is almost unbelievable that certain states permit children to be absent for more than one day before they have committed an offense against the compulsory attendance law. Twenty-five states provide for one day or less to constitute an infraction of the law. Three states permit children to be absent for two days before they have committed an offense, namely, Florida, North Carolina, and West Virginia. Eight states provide for three days, namely, Delaware, the District of Columbia, Kansas, Kentucky, Nevada, New Mexico, Pennsylvania and Wyoming. One state provides for four days, namely, South Carolina. Three states provide for five days, namely, Alabama, Louisiana, and Massachusetts. In nine states no provision has

been made, namely, California, Georgia, Indiana, Mississippi, Nebraska, South Dakota, Tennessee, Utah, and Virginia. It may be added that not all the states named are equally delinquent in this respect. For example, Massachusetts permits five days' absence in six months. The District of Columbia permits three days' absence in a half year. Probably these states have not been properly located in this study. Any state which allows children to be absent for more than one day before they have constituted an offense invites truancy and delinquency. It will be noted, by reference to the tables, that states which have had compulsory attendance laws for a long time are "sinners" just the same as those which have enacted legislation only recently. In other words, long-time legislation does not seem to emphasize this point.

No child should be exempt by attendance laws because certain education qualifications have been reached. Within the last fifteen or twenty years the high school movement has been so pronounced thruout the United States that practically every boy and girl has access to a high school. If they have completed the elementary grades before they have passed the compulsory attendance age they should be obliged to attend high school if one is accessible. Twenty-four states have realized already the wisdom of this provision, and consequently have made no exemptions on account of educational attainments. One state, Colorado, exempts from attendance children who have completed the elementary grades, and who are over 14 years of age. Twenty-two states require the completion of the elementary grades before children who come within the age limits of the attendance laws are exempt, namely, Alabama, Arizona, Arkansas, California, District of Columbia, Iowa, Kansas, Louisiana, Michigan, Minnesota, Mississippi, Nevada, New Hampshire, North Dakota, Oregon, Rhode Island, South Dakota, Tennessee, Utah, Vermont, Washington, and Wisconsin. These states set up a standard that any child may be exempt when the elementary grades have been completed. While they maintain a system of high schools at public expense, they do not believe that children should be compelled to attend them. Two states require only the completion of the fourth grade, namely, Georgia and Virginia.

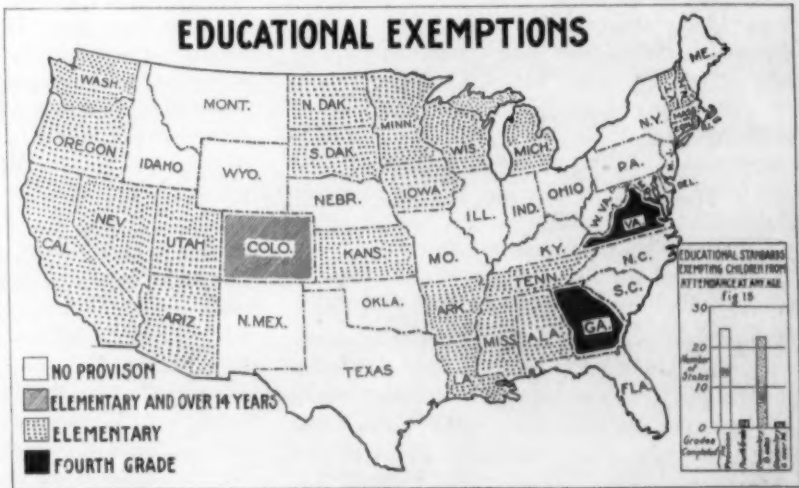
An ideal "devoutly to be wished" is that no state should issue labor permits to children who have not completed the elementary grades. Five

MINIMUM TERM



MINIMUM TERMS.

EDUCATIONAL EXEMPTIONS



EDUCATIONAL STANDARDS FOR EXEMPTING CHILDREN FROM ATTENDANCE.



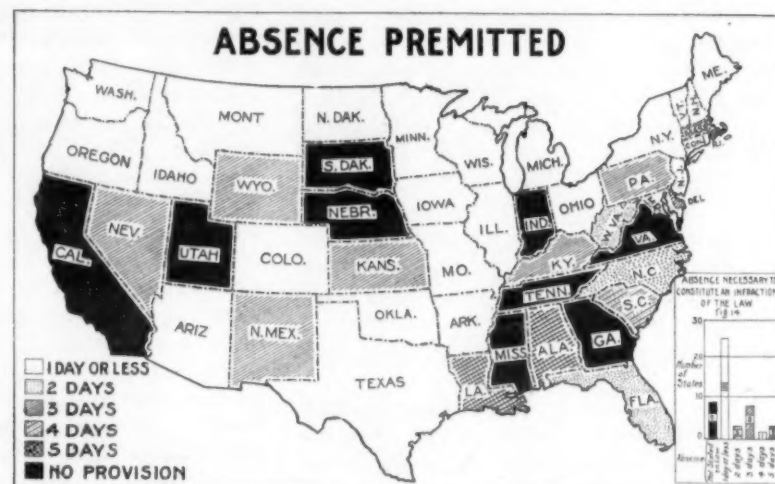
ATTENDANCE RECORD REQUIRED FOR LABOR PERMITS.



RECOGNITION OF POVERTY IN LABOR PERMITS.



SCHOOL ATTAINMENT NECESSARY FOR PERMITS.



LABOR ABSENCES PERMITTED.

states have already incorporated this provision in their child labor laws, namely, California, Idaho, Kansas, New York, and Washington. Three states require the completion of the sixth grade before labor permits are issued, namely, Michigan, Ohio, and Vermont. Seven states require an equivalent of the fifth grade, namely, Connecticut, Illinois, Indiana, Kentucky, Maine, New Jersey, and Wisconsin. Four states require an equivalent of the fourth grade, namely, Arkansas, Massachusetts, Texas, and West Virginia. Fourteen states require that children be able to read and write, before labor permits are issued to them, namely, Arizona, Colorado, Iowa, Minnesota, Missouri, Montana, New Hampshire, North Dakota, and Tennessee. Sixteen states have no requirement, namely, Alabama, Delaware, District of Columbia, Florida, Georgia, Louisiana, Maryland, Mississippi, Nebraska, Nevada, New Mexico, North Carolina, Utah, Virginia, and Wyoming. In general, it may be stated that only fifteen states make any educational requirement, before labor permits are issued. Thirty-four states make no requirement, or require only that children be able to read and write, or complete the equivalent of the fourth grade. It can be clearly seen that these 34 states have a provision in their laws which is practically valueless. It is hardly conceivable that many children who have reached the age when labor permits are issued will not have completed the meager educational requirements provided for in the laws of these 34 states.

It may be questioned as to whether the following criterion should be included. It is inserted, however, because nine states have already incorporated it in their child labor laws. Before a labor permit is issued the child should produce a certificate to the effect that he has attended school regularly for the preceding year,

or during the current school term. Arizona, Kentucky, New Hampshire, New Jersey, New York, North Carolina, Oklahoma, Oregon, and Wisconsin have all enacted laws setting up this standard. Two states, Alabama and Maryland, require attendance during the current school term. The other 38 states have made no provision of this kind. In other words, these 38 states will permit a child to attend school irregularly during the year preceding the one in which a labor permit is sought. The absence of such a law may nullify to a considerable extent the effect of the compulsory attendance law for the preceding year. Many children will not attend regularly if they contemplate leaving school the next year to work.

As every boy and girl is entitled to an education no state should excuse a child from school attendance on account of extreme poverty or because the child must support himself or dependents*. Provision should be made by which every child can receive his "educational inheritance" and can grow and develop normally in the school "atmosphere." Thirty-one states do not recognize extreme poverty or support of self or dependents as an excuse from school attendance. Two states excuse a child to support a widowed mother, namely, Arkansas and Louisiana. Three states excuse a child because of extreme poverty, namely, California, the District of Columbia, and Missouri, and thirteen states recognize as a legitimate excuse the fact that a child must support himself, parents or other dependents, namely, Alabama, Colorado, Florida, Georgia, Idaho, Michigan, Mississippi, Nebraska, Nevada, South Dakota, Texas, Utah, and Vermont.

It is doubtful whether a compulsory attend-

*Legislatures should devote more of their time to providing relief for such unfortunate children instead of legalizing exemptions from school attendance.

ance law can be properly enforced unless some officer is directly charged with carrying into effect the provisions of it. Consequently every state should have officers appointed especially for the purpose of enforcing the school attendance laws. Twenty-two states have already such an officer. Thirteen states give this authority to the truancy or attendance officer if such officer has been appointed. Otherwise the authority is given to some other person, such as the superintendent of schools, the board of education, peace officer, etc. For the purpose of characterizing these situations, it may be said that these states provide for *alternate jurisdiction*. The states having this requirement are Arizona, Arkansas, Connecticut, Delaware, Minnesota, Missouri, Montana, Nevada, Ohio, Pennsylvania, Texas, Vermont, and Wyoming. Fourteen states give the authority of enforcing the compulsory attendance laws to some *ex-officio* officer, that is, to the superintendent of schools, to the board of education, or to a peace officer. In such cases enforcement of the compulsory attendance law becomes a side-issue, and it is very doubtful if the law is rigidly enforced. The fourteen states having this provision are Georgia, Idaho, Iowa, Kentucky, Louisiana, Mississippi, New Mexico, Oklahoma, South Carolina, South Dakota, Utah, Virginia, Washington, and Wisconsin. It must be remembered, however, that practically all of the states just named have truant or attendance officers in municipal centers, but in general the jurisdiction is either *alternate* or *ex-officio*. Consequently, these 27 states cannot be rated as ideal on this score.

(Concluded in February)

The board of education at Des Moines, N. Mex., has given each teacher a bonus of \$50 and has agreed to pay all expenses connected with attendance at the state teachers' meeting.

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TEACHER CRISES

F. E. Downes, Superintendent of Schools, Harrisburg, Pa.

There always have been, and always will be, educational problems to solve—some great and some small, some distasteful and some pleasurable. We cannot elude the difficult ones if we would and we would not pass by the congenial ones if we could. My purpose in this paper is to call attention to various important phases of the "teacher" problem. I have chosen as my title, "Teacher Crises", for the reason that, with respect to such aspects of the teacher question as I shall attempt to discuss, the situation is undoubtedly educationally dangerous and critical. There never has been a time in the history of American education so fraught with perilous educational possibilities as the present, and the danger signals all point to the teacher as the center of interest and the vital factor in the outcome. Our settlement of teacher problems now, and in the near future, will have much to do with the quality of the man product of the nation in the next generation.

Five points of danger must be manifest to those who have been close observers, which in the interests of orderly arrangement might be stated as follows:

1. The crisis due to insufficient preparation.
2. The crisis due to inexperience.
3. The crisis due to diminishing supply.
4. The crisis due to lowering ethical standards.
5. The crisis due to inadequate remuneration.

Insufficient Preparation.

Exact statistics are unavailable, but one is probably safe in the general assertion that at the present time there is a larger percentage of teachers in the public schools of the country who by common consent might be regarded as unprepared for their work than there has been during any year for the past twenty-five years. From the office of the Secretary of the National Education Association comes a report estimating that ten per cent of the teachers accepted in order to fill recent vacancies are below standard. The cause for this condition we shall refer to later. The fact that the condition exists is obvious to those who have kept in touch with the educational news.

The close of the war has not improved matters perceptibly. While rural schools have been the worst sufferers, the condition is general. In our own state, superintendents have admitted closing their eyes in many instances to the academic and professional preparation of candidates and to examination results. They have been obliged to accept teachers frequently with no normal or other special teacher training and even with little or no high school education. One superintendent facetiously remarked that his examinations recently had been oral and that he asked but three questions: "Can you count?"; "Can you read your contract?"; and, "Can you sign your name?" "If they can do this", said he, "they pass, and I send them to the Cross Roads School, or the school on the Big Hill, or the school at Jones's Bend." He meant to convey the serious information that he found it impossible to find teachers—enough of them to supply his needs—with even the minimum requisite of preparation, and so had to complete his corps with what he could get.

High school teachers, generally speaking, upon graduation, have not been trained to be teachers. The college course, as a rule, is not chosen with a view to teaching. Hundreds of

college graduates enter the profession each year without an hour's credit in the subject of education. This is particularly true of graduates in technical courses and of technical schools. Either the subject of education is not offered at all, or, if offered, is neglected entirely by the student in making his electives. The motive of the average college professor in the classroom is the development of a trained mind, not the production of teachers. Method courses in the principal high school subjects, such as Latin, mathematics, history and English, are rarely to be found. The student generally comes out of college with considerable abstract and concrete information and knowledge, but without specific training as to the most effective ways and means of imparting it to others.

Insufficiency of College Courses for Secondary Teachers.

The state of Pennsylvania grants a provisional college certificate to graduates who have completed two hundred hours of work in pedagogy or allied subjects—equivalent to an hour a day for about one college year. This is good, as far as it goes, and no criticism is intended of the present law or its application. But it remains a fact that one can study *pedagogy* for even two thousand hours and still know very little of the practice of teaching. Two hundred hours of pedagogy—including school management, history of education, psychology, or even a mild exposure to general method, are good, but insufficient. What is needed is method in the concrete—method in Latin, method in geometry, method in English. The only opportunity the prospective high school teacher has for acquiring special subject method, excepting possibly in a few of our larger colleges and universities, is in the summer school; and, by the way, the summer school is at present the one bright hope. Aside from the acquirements which are purely academic in character, the high school teacher can often get more pertinent preparation for teaching—preparation for the immediate work of the classroom—in one brief summer session than in the entire four-year college course.

The college graduate, by virtue of his more advanced education, has a better foundation for preparation for teaching in the high school than the normal school graduate, but education alone cannot make a teacher. The inexperienced college graduate, as a rule, is not as good a teacher as the inexperienced normal graduate; which is but another way of saying that high school teachers just out of college are, as a rule, not as efficient as teachers in the elementary grades just out of normal school. While some of our best teaching is to be found in the high schools, it remains a fact, nevertheless, that some of our poorest teaching is also found there. In fact, many of our smaller high schools, admitting of necessity, as they do, unprepared college graduates into their teaching corps, are merely laboratories of experimentation. The students meanwhile are the innocent sufferers.

But, after all, the grade of position, as such, has very little to do with the case. It is preparation for the actual work of teaching that counts. If the elementary teacher has not been trained to teach, the chances are that she cannot, without experience, teach effectively. If the high school teacher, even tho a college graduate, lacks specific preparation for teaching, the probability is that his work will also be poor. And we might go further and say that if the young college or university tutor, or assistant, or whatever he may be, has made no scientific

study of school management and the teaching process, he, too, is in the same category.

Preparation of Shop Teachers.

In discussing the subject of insufficient preparation one cannot refrain from referring at least briefly to the pitiful inadequacy of facilities for preparing teachers for various forms of manual work for boys. Of course we have schools of technology and well equipped technical departments in many of our higher educational institutions, but their purpose is to make engineers—not teachers. It is at times almost impossible to find men with either adequate academic preparation or any pedagogic preparation to teach such subjects as wood working, pattern making, molding, sheet metal, forging, practical electricity, printing, etc. Plenty of practical men can be obtained, if we pay them enough, but they must be trained after they are in service. Most of them never heard of a course of study before their employment as teachers, do not appreciate the importance of one, and often are pitifully deficient in academic preparation. But we are obliged to man our school shops and so we take them in. The heart of the difficulty is the inadequate supply of training schools for teachers of industrial subjects. Our normal schools are not equipped for the purpose of training in such subjects, our technical schools have other ends in view than making teachers, and the few schools that do aim to do the work cannot supply a tenth of the demand and may be a thousand miles away. It is unfortunate, to say the least, that teacher training in manual subjects for boys has not more nearly kept pace with the wonderful development of this work in the schools of the country during the past twenty years. It is really far in arrears.

Loss of Experienced Teachers.

Experience sometimes makes the best teacher, but not always. It generally will make one at least a better teacher than he would have been without it, and the longer the experience, within reasonable limits, the better the teaching. This is the theory upon which most salary schedules are based, the only checks being applied in the exceptional cases where the rule does not work. Now if this commonly accepted reasoning relative to experience is sound, then the average length of experience represented in a school system or a state, will measure fairly accurately the relative efficiency from year to year in teaching. And here is where the crisis exists. Teachers of experience have been leaving the profession by the thousand and their places have been taken by other thousands of the inexperienced. I do not refer to the normal losses from year to year, which always have existed and which are fairly constant, but to the abnormal losses which have taken place during the past few years and are still to be reckoned with. We cannot subtract twenty or more experienced and efficient teachers from a school system, or even one for that matter, and then add a like number of inexperienced, and come out even in the operation; and, if many of the inexperienced are also unprepared, the result is even worse. Yet this is a process which has been going on, and is now going on, all over the country. The war, of course, precipitated the situation, directly or indirectly, but the war is now over and the condition has not perceptibly changed. This fact makes the situation even more serious. Unless we can succeed better in holding our teachers in service during the next few years, thereby raising the average of experience and efficiency, we shall have to face unfortunate consequences in the schools.

Editor's Note—The present paper constituted the principal address of the Pennsylvania State Teachers' Association during the convention held in Philadelphia, Christmas week.

The Supply of New Teachers.

One would think that with these lowering standards of the past few years as to preparation and experience the supply of teachers would be increased; but such is not the case. At the opening of schools last September the nation faced the greatest shortage of teachers in its history. In Pennsylvania hundreds of schools remained closed for several weeks, owing to the inability of superintendents to induce even mediocre teachers to take charge of them, and the problem of filling vacancies arising after the schools opened has been even more troublesome. In another great state the returns from a questionnaire disclosed the following facts: Cities and towns—male teachers lost during the past year, 34 per cent; female teachers, 20 per cent; rural—male teachers lost, 33 per cent; female teachers, 30 per cent. In reply to a question as to whether they were losing their better or poorer teachers, the superintendents replied that 78 per cent of their losses were from the better teachers. They also reported only 20 per cent as many male applicants and 33 per cent as many female applicants this year as last year. And so we might continue. Every state in the Union is suffering. The teachers' agencies have been of particularly valuable service in distributing the available supply, but even they have been swamped with demands far beyond their ability to meet. The office of the National Education Association estimated the nation's shortage as 39,000, in the early fall. Greatly reduced numbers in normal and teacher training classes—twenty per cent in the last three years—combined with a general exodus from the profession, have induced a situation so critical that, unless some adequate counter-acting influence is found and immediately applied, not only will standards continue downward, but many schools will be obliged to close altogether. The fact is the supply of elementary teachers is practically exhausted. The stream is becoming dry, and the sooner we realize it and find some springs to feed it, the better.

The cities and larger boroughs probably do not suffer quite so much in this emergency as the rural districts, partly for the reason that to the average teacher the city school possesses a more congenial environment than the rural school, and also because the city, as a rule, offers higher immediate salary inducements and better salary schedules than the country. The highest ambition of most normal graduates seems to be to secure employment in the city. And yet the city superintendent has his troubles too. In Harrisburg, for example, the superintendent had the task of selecting during the summer of 1919, 58 new teachers, not including substitute teachers or those already in service who were transferred to other positions within the system. That is, these 58 teachers were new in the Harrisburg teaching corps. In the first place, this number represents fifteen per cent of the entire body of teachers, for us an unusually high percentage of new teachers. Again, in spite of a full summer's efforts, four of the number—Junior High School teachers—were still unfound when the schools opened in September and the quota was not complete until several weeks later. The rules of the Board require at least two years' successful experience of all high school teachers and junior high school teachers before employment, and yet, of 25 such new teachers employed, sixteen were without any experience whatever and still others had only one year to their credit. Of 33 new elementary teachers, twenty were without previous experience. As for the list of substitutes, if a few married women, former teachers, had not come to our rescue, we probably would still be without an adequate supply.

Ethical Standards.

One of the most regrettable facts in connection with the teacher situation is the existence of an increasing tendency toward conduct on the part of teachers which is unethical—such as leaving the profession in time of need in the schools, to fill some position purely temporary in character which for the time being offers somewhat larger financial returns; taking advantage of the strained teacher situation by delaying the signing of contracts to await the highest bidder; breaking contracts; resigning without due notice; organizing in unethical ways and for unethical purposes. It is not to be assumed that all teachers are guilty of these practices, or even a large proportion of them. In fact, the percentage is comparatively small. The serious side of the matter is that the tendency seems to be increasing rather than diminishing. Possibly the absence of ethical codes in the profession is responsible in a measure for this condition. If so, we should have such a code right now in Pennsylvania.

I should not like to leave the impression that the only culpable persons belong to that class in the profession known as teachers. I should say that when, as sometimes happens, a principal or superintendent of one district employs a teacher under contract with another district, without the courtesy of a notice of his intentions to the latter or an inquiry as to the propriety of his intentions, he too is guilty of unethical conduct. When a school board makes use of its authority or of legal technicalities to its advantage, irrespective of its moral obligations to teachers, or when it discharges successful teachers to make room for "home talent" or the relatives of its friends, that board's conduct is reprehensible.

I cannot leave this subject content with the mere reference which I have already made to the unethical organization of teachers. This subject is too important to be passed by without some discussion. I have in mind certain so-called teachers' unions and similar organizations. The right of teachers to organize, either for their professional advancement or for their material betterment is unquestioned. Organization in itself is not necessarily unethical. A group of teachers, I should say, when unjustly treated by some overbearing and unscrupulous school board or superintendent, have just as much right to organize and act as a body for self-protection, as any other class of individuals. In union there is strength. But they should confine themselves to obeying their own mandates and not the mandates of outside authority. Dean Russell, of Teachers College, stated the case well recently in saying, "The organization (referring to teachers) should cooperate with every other group of citizens for the promotion of the public good, but should avoid entangling alliances with any one." In the same address, after paying high tribute to the American Federation of Labor, he said that it would be a mistake both for that organization and for the teachers of the country to ally themselves together.

Teachers can legitimately go a considerable distance in an endeavor to attain desired ends, but there is a limit beyond which they should not go. As an organization they have as much right, if underpaid, to work for increased remuneration as the physicians of a community have to agree as a body to increase their fees. On the other hand, they are public servants, and they have no more right to strike to attain their ends, thus stopping for the time being the educational machinery of a community, than the physicians would have as a body to refuse to administer to the sick of the community.

More Remuneration Needed.

We come now to the crisis due to inadequate remuneration. After all, adequate remuneration is the key to the whole problem, for, when once this is provided, the problems of insufficient preparation, of increasing percentage of inexperience, of diminishing supply, and even of questionable ethics, will in large measure solve themselves. These lesser problems exist because the teaching profession as a whole is underpaid. It is not only paid less than the trades, but, in contrast with them, its remuneration has not increased in proportion to increased costs of living. Teachers' salaries have been gradually increased during the past few years until gross salary incomes now sound fairly pleasant to the ear. But mere "sound" cannot count in these times. It cannot feed or clothe or travel. It cannot provide for professional improvement. In fact, the important question is not the *amount* of one's salary, but its *worth*. It is the purchasing power of the dollar that counts, and if the teacher's salary has risen 25 per cent during the past few years, while the purchasing power of the dollar has decreased 68 per cent, the teacher is really far less prosperous now than at the beginning. And this, generally speaking, is the actual situation. Wages in the trades have increased to meet the high cost of living. Wages of all classes of labor have increased in like proportion. The wages of teachers, on the other hand, even though substantially increased in amount, have not increased to meet the present economic emergency.

And so we have one crisis inducing others. Inadequate remuneration in the service of teaching makes the profession unattractive, and this fact decreases the enrollment in our training schools, forces many into other service, drains the supply, and leads indirectly, in some cases at least, to questionable practices.

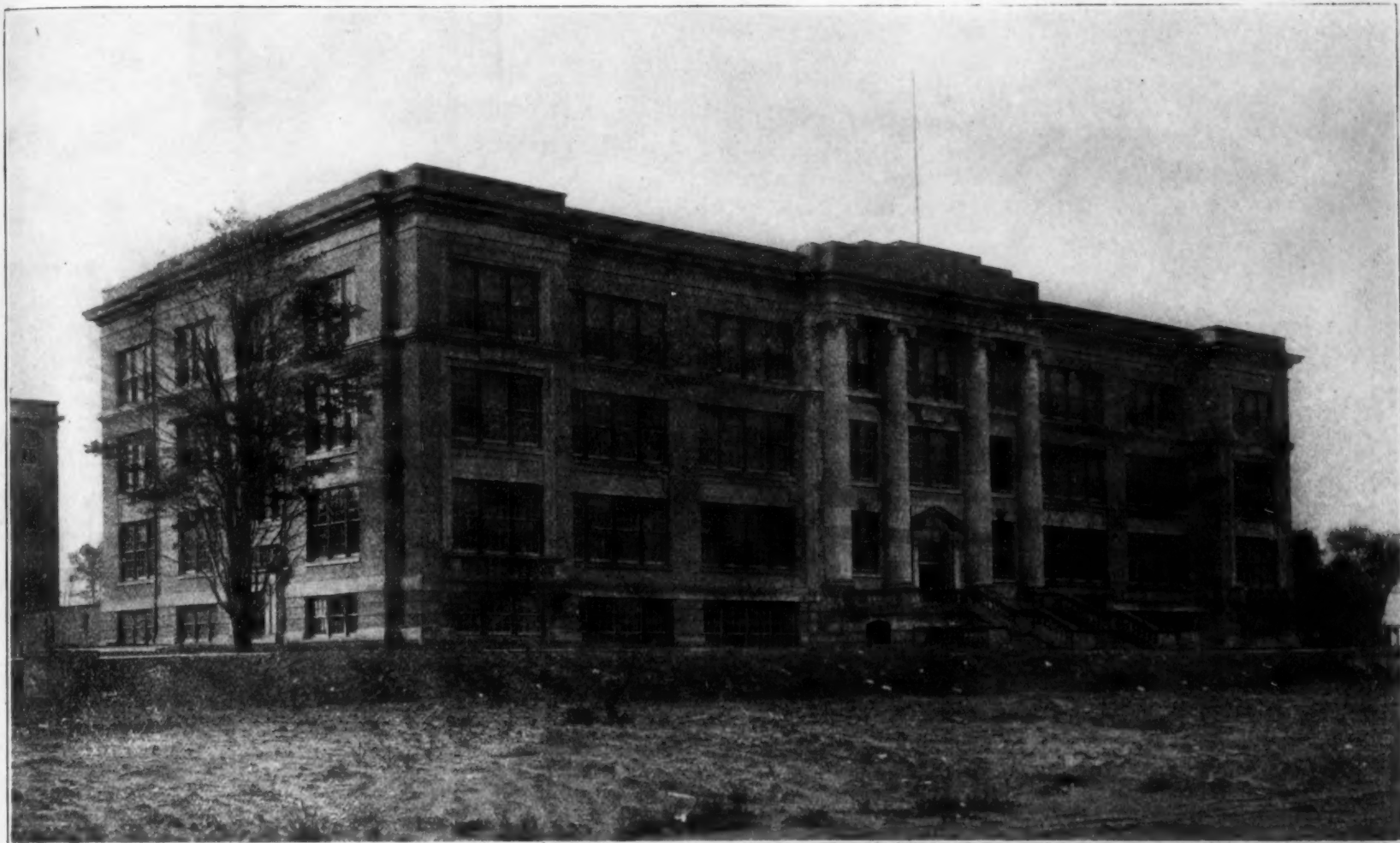
Our greatest problem, therefore, it seems to me, is the problem of working out in the profession a wage, or salary if you please, that will meet the increased costs of living, that will assure a higher measure of comfort and contentment, and that will give a feeling of freedom and independence.

This great Association, thruout the years of its honorable history, has consistently stood for better salaries for teachers. It has been a party to fathering and fostering every new minimum salary law that has ever been enacted. It is still vitally interested in this question of adequacy of remuneration—not simply in an increased wage, but in a *living* wage—a wage that meets changing economic conditions. I am sure it will continue its efforts in this direction until every teacher of the state shall receive her material dues as a member of one of the world's noblest professions.

A college professors' union, affiliated with the American Federation of Labor, has been effected in New York City with the granting of charters to sixteen collegiate institutions. The new union is to be known as Associated Teachers' Union, Local No. 71, of the American Federation of Teachers. The objects for which the union stands are the development of the spirit of democracy in educational institutions, increased efficiency of educational institutions thru improved conditions, the development of closer relations thru mutual assistance and cooperation, and closer cooperation with labor in raising the standards for democratizing the industrial, social and political life of the community.

The new schedule which took effect in December, applies for a period of seven months. It provides a minimum of \$95 and a maximum of \$105 per month in the grades. In the high school it allows a minimum of \$115 a month and a maximum of \$150 for female teachers. Men teachers, under the new arrangement receive not less than \$150 per month.

Dowagiac, Mich. The school board has given increases of \$15 to each teacher receiving \$1,000 or less on a yearly salary.



MAIN BUILDING, LAKEWOOD HIGH SCHOOL, LAKEWOOD O. Chas. W. Hopkinson, Architect, Cleveland, O.

The New Lakewood, Ohio, High School

R. L. Short, Director

Lakewood High School is situated in a city of 50,000, unique in that no post office, express office, or railroad station exists within its limits. It is strictly a residence community, tributary to Cleveland, enthusiastic over its superiority in its beautiful streets, substantial homes, numerous churches, and educational advantages offered to its youth.

More than \$1,000,000 has been put into this new high school plant. Nothing has been omitted to make it unsurpassed. There are some eighteen acres in the grounds which will be given over to athletics, gardens, and landscape features. The three buildings, which are on the group plan have 2½ acres of floor space and a total of 157 rooms, 75 of which are used for class instruction. The lighting and equipment of the rooms are as nearly right as modern science can make them. The telephones are so wired that the director can talk with all rooms at once, thus saving much time in transmitting general instructions.

In addition to the usual study halls, library, classrooms, and auditorium of the modern high school, there are seven science laboratories, four science lecture rooms, four commercial rooms, three sewing rooms, three art rooms, four kitchens, a model four-room suite, nine shops, three drafting rooms, two gymnasiums, and four shower rooms. All work is reinforced concrete construction with wood surface floors in classrooms. The heating system is direct-indirect, with sufficient direct radiation to warm the buildings when the fans are not running. The ventilating system supplies 40 cubic feet of air per minute per pupil, the air being warmed to 120°.

The main building of the group is given to academic, commercial, and scientific instruction. Feeling that shops should not be housed in an

expensive administration building, a fireproof mill construction building was erected for boys' technical work. The girls' work is also in a building devoted exclusively to their interests. This building naturally demands more beauty of finish and arrangement than the one for the boys. A greenhouse and a power plant complete the group.

The technical rooms are all man size, not toys. For example, the carpenter shop is so generous in size and plan that three portable cottages or garages may be under construction at once, and when finished may be delivered in sections thru the side of the building. One may drive a truck or an automobile into either the electrical laboratory or the machine shop in case repairs are needed.

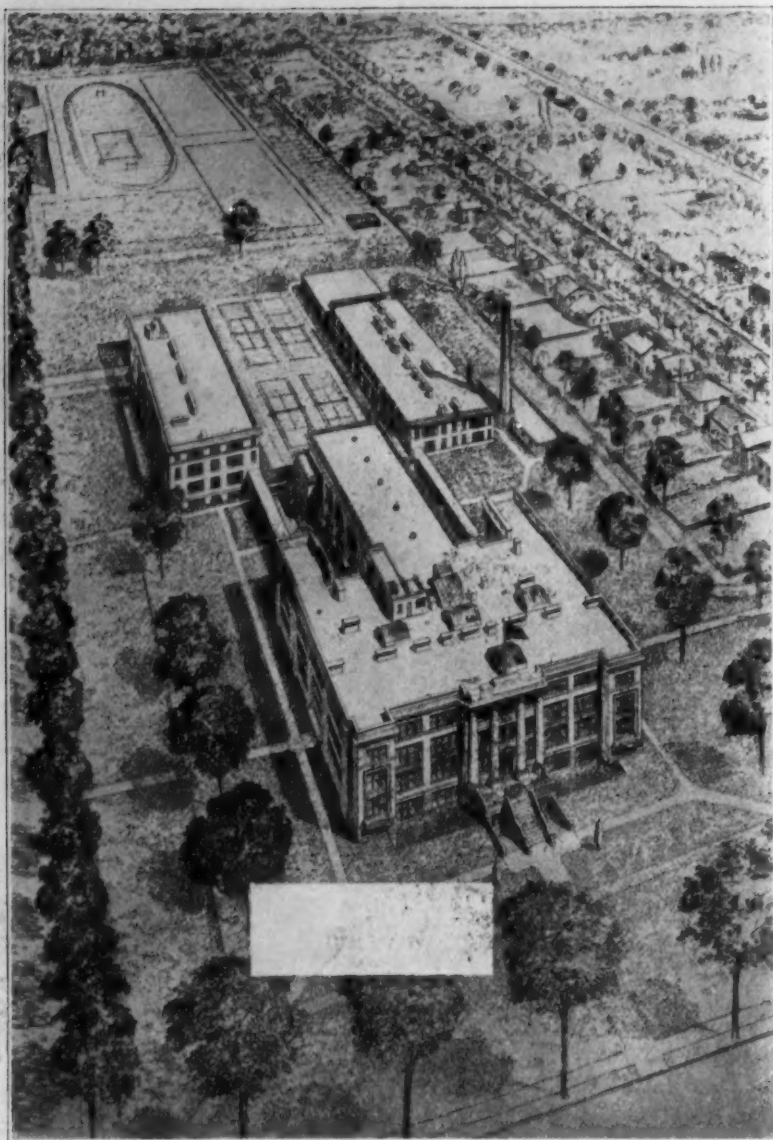
The school, which is on the six-six plan, at present has 2,044 pupils, 40 men teachers, and 41 women teachers. For administrative purposes the school is organized on the permanent home room advisor plan; each boy has the same man advisor and each girl the same woman advisor the entire time they are in school. The personnel of a home room changes only by withdrawal of a pupil and the filling up of the vacant places by new accessions to the school. The advisor visits each home, works with the parent in endeavoring to guide the pupil, takes entire charge of scholarship, program, attendance, and conduct of the pupil. Each room has its own athletics, social activities, and scholastic ambitions. A pennant is awarded each month to the home room having the highest scholarship. Last winter 78 basket ball teams competed for honors. This winter nearly 100 teams will be formed. From 3:30 to 6:00 daily school activities are in full swing. It is an aim of the school to have the institution a community center for young people. The hopes of the teachers

are that sufficient work and recreation may be offered between the hours of 8:00 and 6:00 to make the student satisfied to remain at home at night.

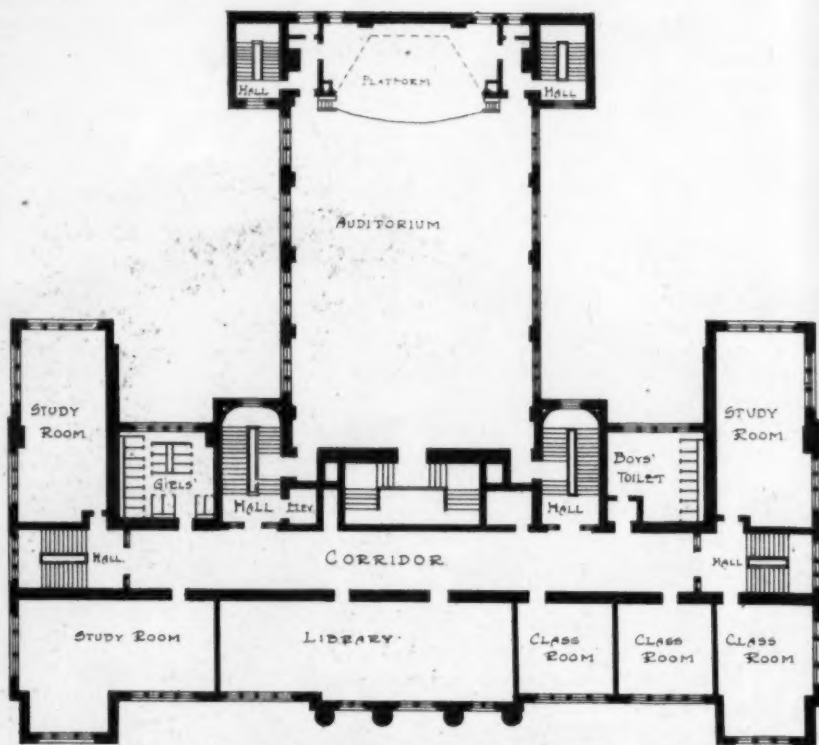
Inasmuch as the physical nature of the seventh and eighth grade child is such that close application to books is irksome, a large amount of time is devoted to informational and active work. Three hours a day are given to book studies, two to shop and drawing, one to physical education, and one to music and local civics. These courses are fixed and uniform for all seventh and eighth grade pupils. Differentiation begins in the ninth grade. Here are four courses: classical, scientific, technical, and commercial. Each requires four years for completion.

The organization for educational purposes is departmental; the same teachers give instruction in all six grades. A vertical assignment of classes is made so that a teacher is conversant with each grade in his department.

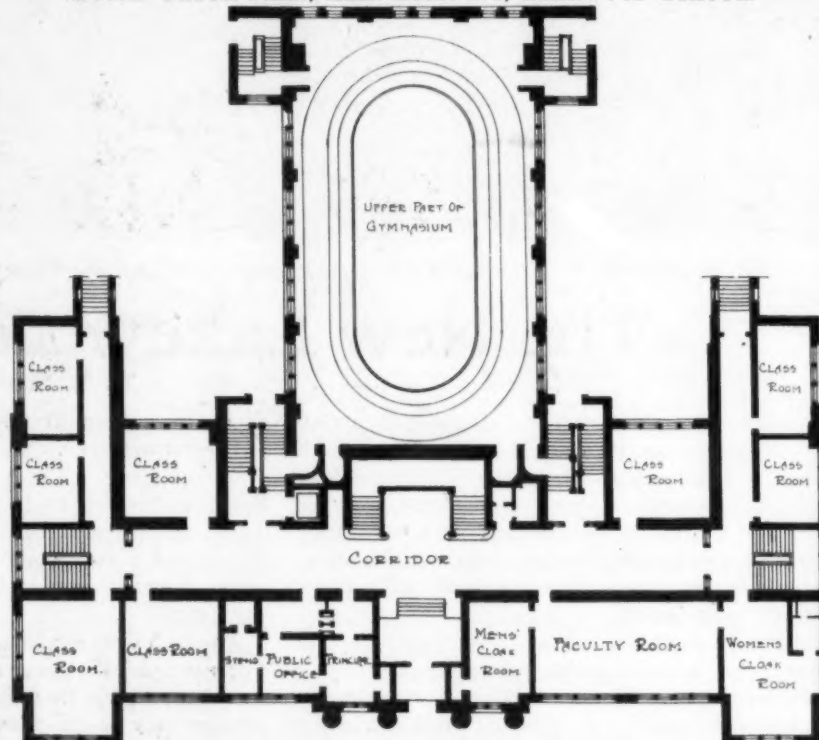
A community such as Lakewood requires much in music, drama, and debate. Over 1,000 students are studying music. Credit is given for this subject whether studied in or out of school. In school two men give their entire time to this work. There are now various choruses and glee clubs, a band of thirty pieces, and an orchestra of forty pieces. Sixty students are striving for debating teams. Every pupil spends one semester on the study and production of the drama and one semester on the debate and argumentation. The pupils write, edit, set type, and issue a school magazine once a month. Physical education is required of each pupil. For the boys the requirement is three years of gymnasium and three of military training. For the girls four years of gymnasium is required and two more years are elective.



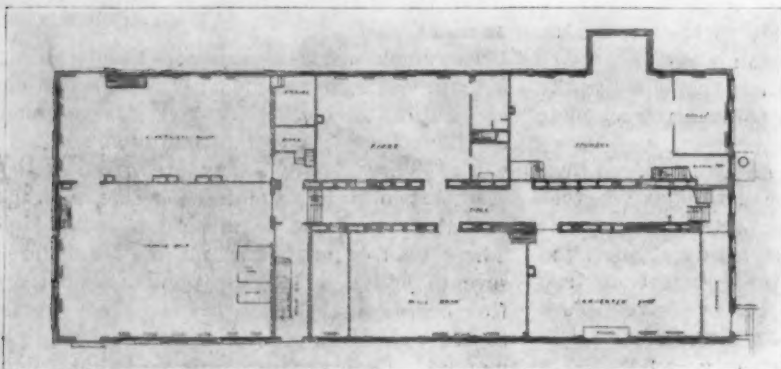
AIRPLANE VIEW, LAKEWOOD HIGH SCHOOL, LAKEWOOD, O.



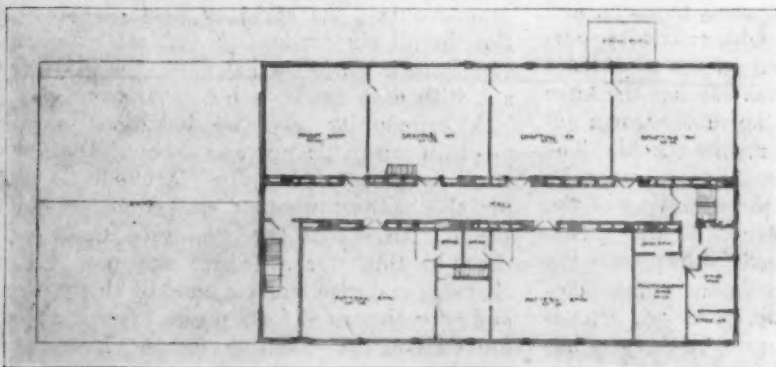
SECOND FLOOR PLAN, MAIN BUILDING, LAKEWOOD SCHOOL.



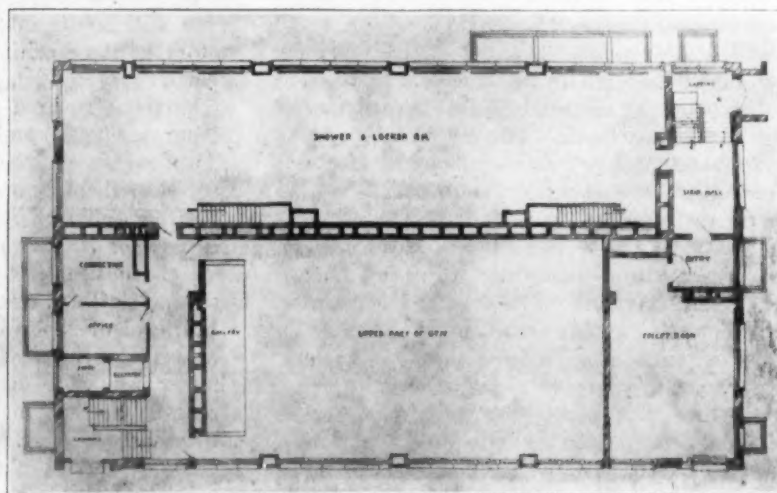
FIRST FLOOR PLAN, MAIN BUILDING, LAKEWOOD HIGH SCHOOL.



BASEMENT, BOYS' BLDG., HIGH SCHOOL, LAKEWOOD, OHIO.



FIRST FLOOR, BOYS' BUILDING, LAKEWOOD HIGH SCHOOL.



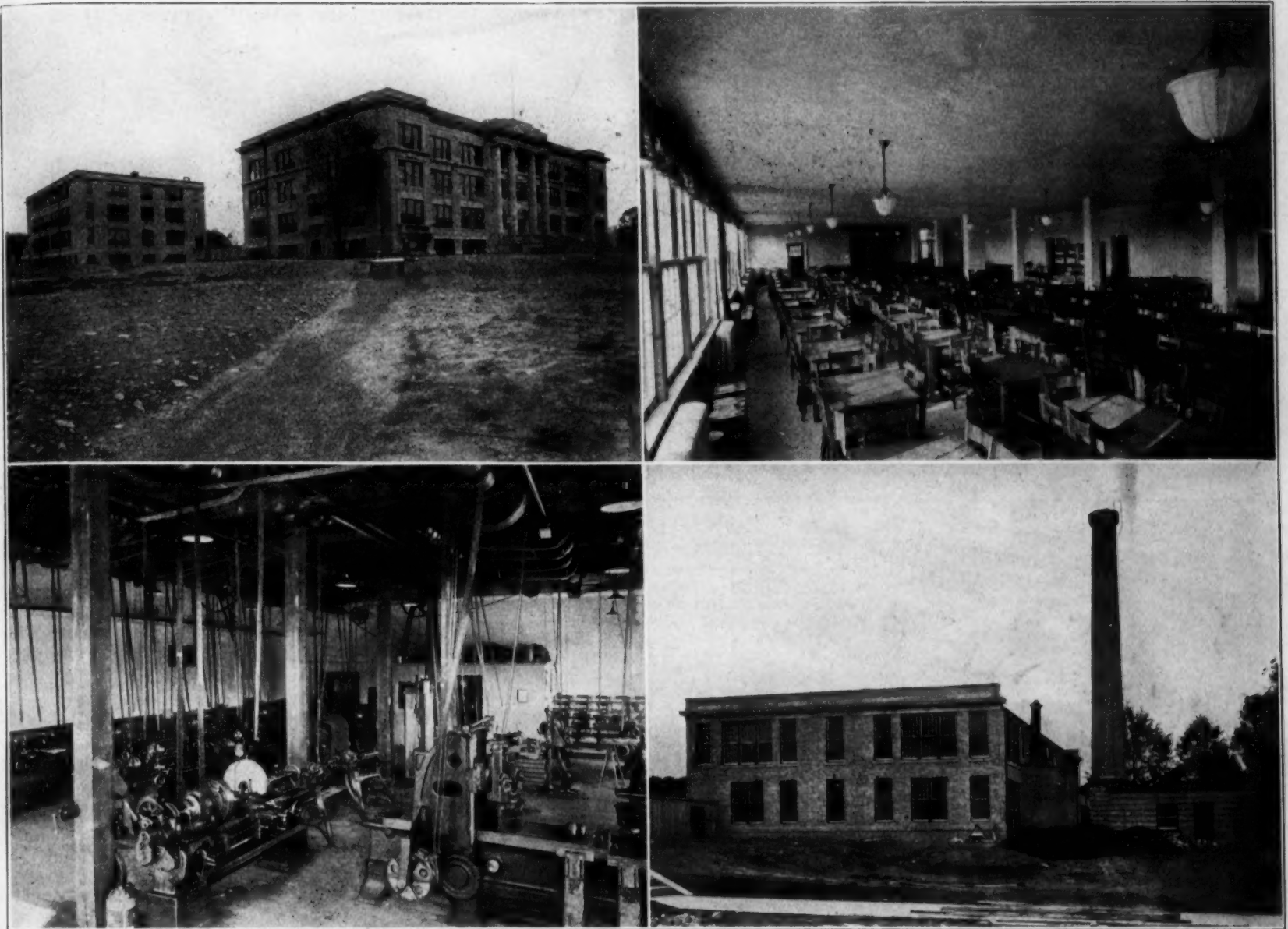
GIRLS' BLDG., GYMNASIUM AND LOCKER, LAKEWOOD HIGH SCHOOL.

The girls' athletic work is unusually active. At present 860 girls are enrolled in gymnasium and hundreds of others are on the athletic teams. The work is so graded that each girl gets training that is beneficial. Marked attention is given to the correction of physical defects. The shower

rooms, corrective rooms, and other gymnasium appointments are ideal. The shower arrangements are such that 76 private dressing rooms and 76 private showers are available.

The school restaurant is interesting in that it is purely a laboratory for the domestic science

department. An elaborate menu is served every day. Each girl spends 10 to 20 hours a week in the cafe kitchens. Approximately 1,700 pupils eat in this cafe, 700 buying their lunch, 1,000 bringing food from home. Food is of the best quality that can be purchased and is served



TOP: MAIN AND GIRLS' BUILDINGS AND CAFETERIA, LAKEWOOD HIGH SCHOOL.
BOTTOM: MACHINE SHOP AND BOYS' BUILDING AND POWER PLANT.

at nearly cost. Whatever profit that accrues is used for improving equipment of the school. Lunch is served continuously for three periods between the hours of 11:00 and 1:15. During that time educational and recreational motion pictures are thrown on the screen in the auditorium.

A student council of 60 girls and 58 boys and a system of military police aid the director and faculty in conserving the best interests of the school. The plan of the council is a democratic one. Each home room elects two members to represent it in the council. These council members must be representative, must be of high type and must maintain a high type of scholarship, conduct, and attitude. The military police are appointed, have their own chief and have rather full powers to act in enforcing proper conduct.

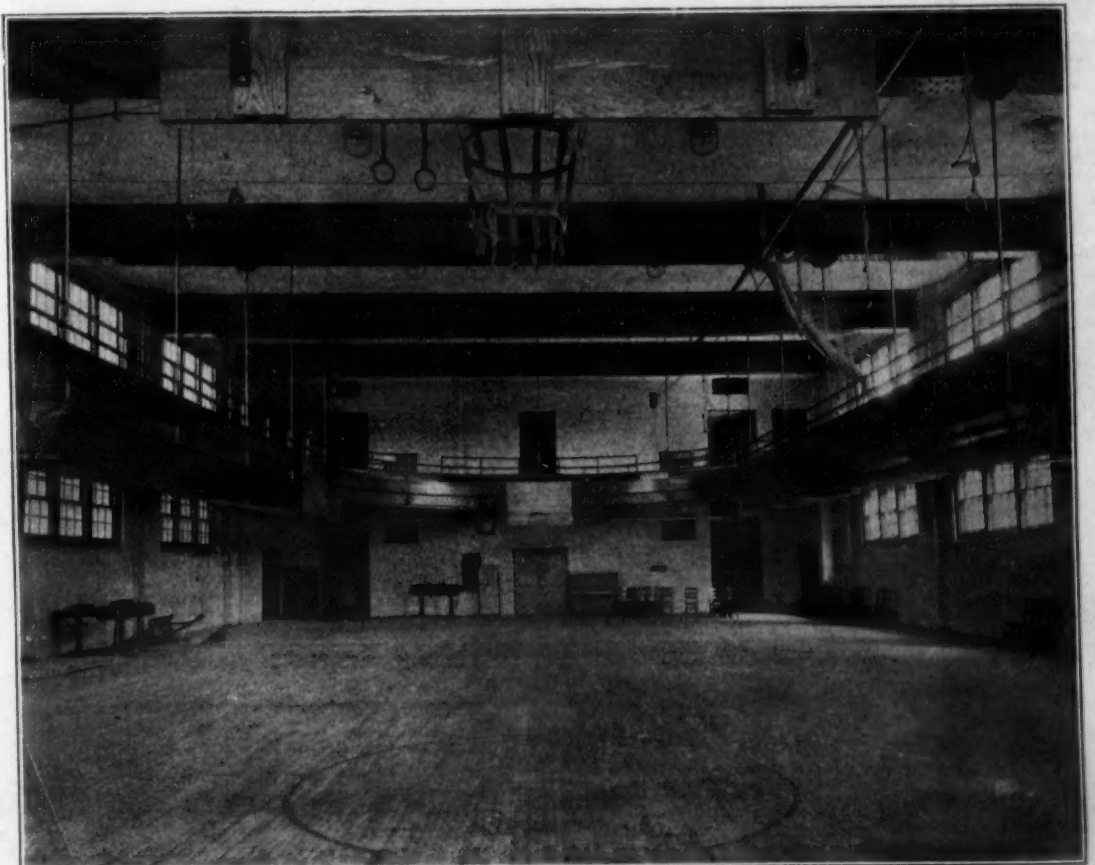
Cleveland visitors may reach Lakewood by taking a Detroit car marked Lakewood.

THE FAIRMONT SCHOOL.

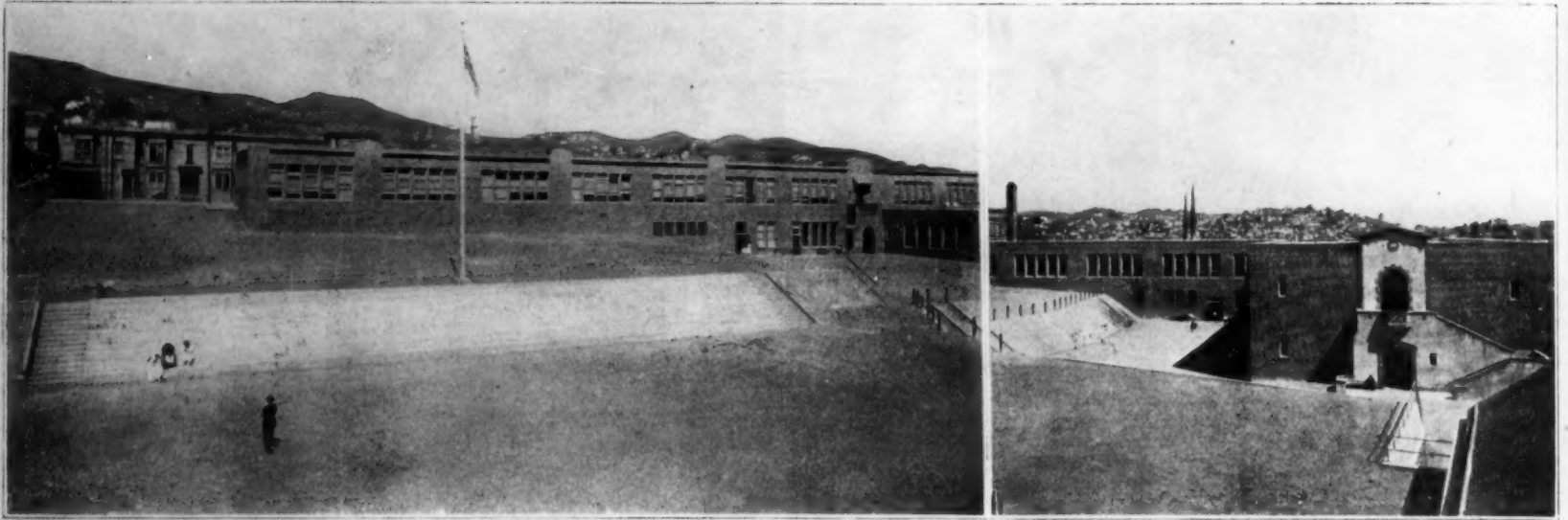
Can a schoolhouse be three stories high and still be one-story in part and no more than two stories at any point? A San Franciscan will readily answer yes to this query and will add that such is the case in some of the schoolhouses built against the steep hillsides of the city.

The Fairmont school, which is the largest grade school building in the city, is a decided novelty in design, arrangement and construction when compared to the balanced types of buildings to which schoolmen and architects are accustomed. And still, it is a well studied struc-

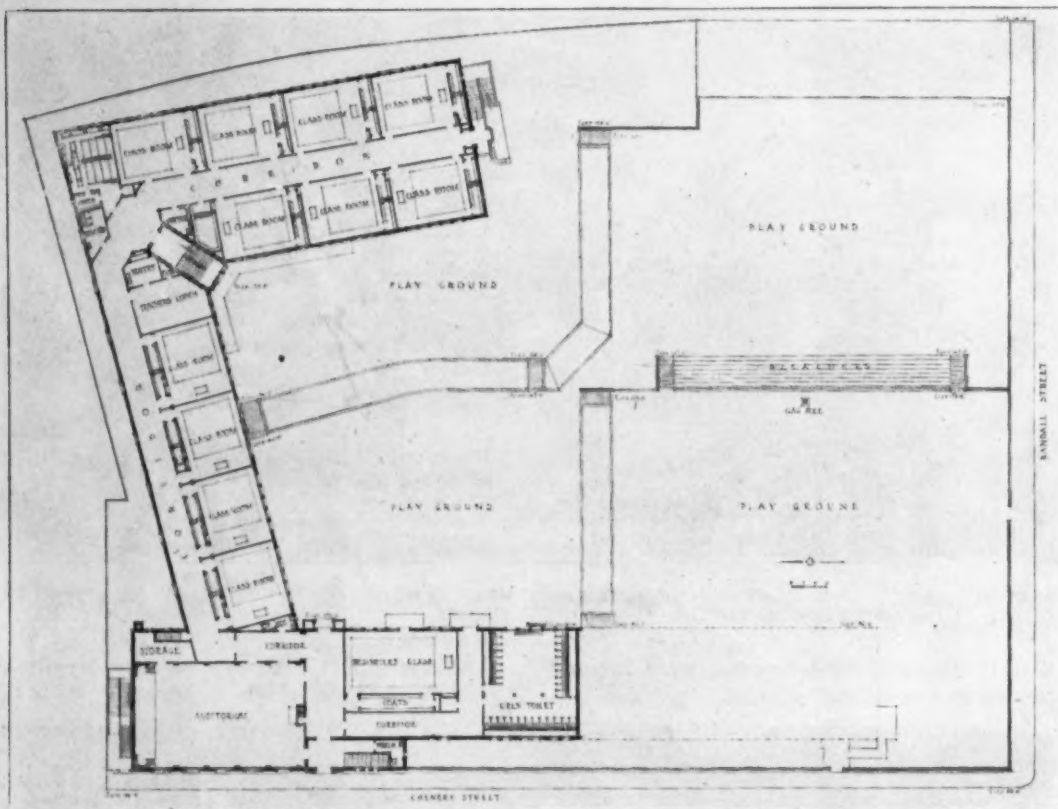
ture that takes into account a dozen important financial—and is a very satisfactory building local elements—educational, physical and for the school which it serves. It is three



BOYS' GYMNASIUM, LAKEWOOD HIGH SCHOOL. LAKEWOOD, O.



PANORAMIC VIEW, FAIRMONT SCHOOL, SAN FRANCISCO, CALIF.
Designed by Municipal Bureau of Architecture.



GROUND FLOOR AND PLAT PLAN, FAIRMONT SCHOOL.

stories in its complete height, but is essentially only one story high.

The building contains 24 classrooms and an auditorium capable of seating 300 persons, domestic science, manual training, sewing and lecture rooms. It is built in the form of a huge letter U and occupies three sides of an irregular shaped site on a steep hillside. To admit

as much sunlight as possible and to modify the cold winds, the classrooms all face to the south. The auditorium is located along a main thoroughfare and is arranged to be accessible for community as well as school gatherings.

The building is of "balloon" frame construction with brick veneer on the exterior walls. This type of construction has been adopted as a

safeguard against earth tremors. The studs extend in one piece from the top of the foundation to the roof, so that there can be no shrinkage and consequent cracking of the veneer. The auditorium which is the only large room is framed with structural steel and is sufficiently heavy to carry an additional floor with six classrooms, if this should be necessary. Fire barriers are provided in the attic. The roofs are covered in part with tile and in part with felt and gravel.

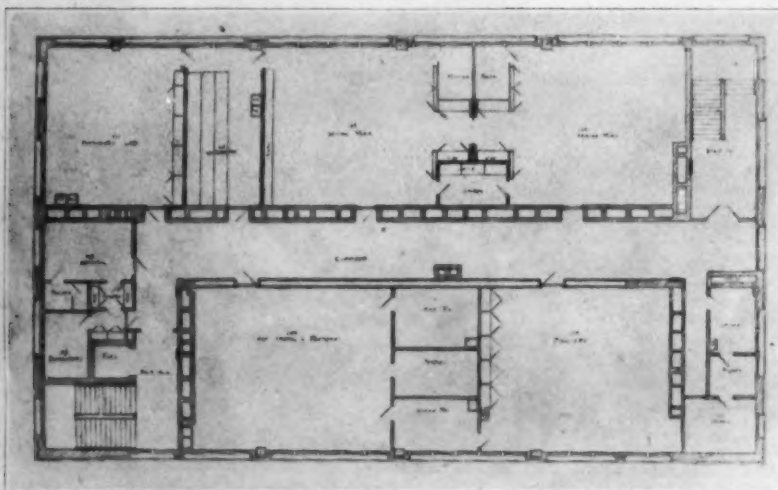
The interior construction is of substantial framework, with fireproof deadening quilt between all classroom partitions and floors. The stairways are fireproof. The classrooms are finished in plaster, with Oregon pine floors and redwood trim. Lockers, cabinets, etc., are faced with white cedar. The blackboards are green.

The building is equipped with a private telephone system connecting the principal's office with all the classrooms. Fire gongs of the vibrating type, large assembly gongs, and special janitors' bells are provided. The lighting thru-out is electric.

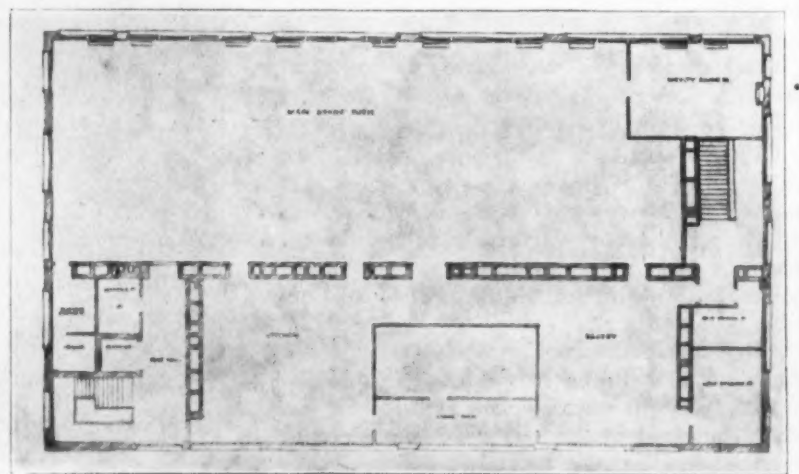
The building is heated with a low pressure oil-burning system and is equipped with blowers for ventilation.

It cost \$146,681 and was designed by and constructed under the supervision of the Municipal Bureau of Architecture.

The school-yard serves as a neighborhood playground and is unique in that it is laid out on three distinct levels. Handball courts and a baseball diamond have been laid out and the concrete retaining walls of the upper levels have been utilized for bleachers. The surface of the lowest level is paved with asphalt and the upper levels are covered with asphalt macadam. Adequate railings and fences are provided to prevent injury to children.



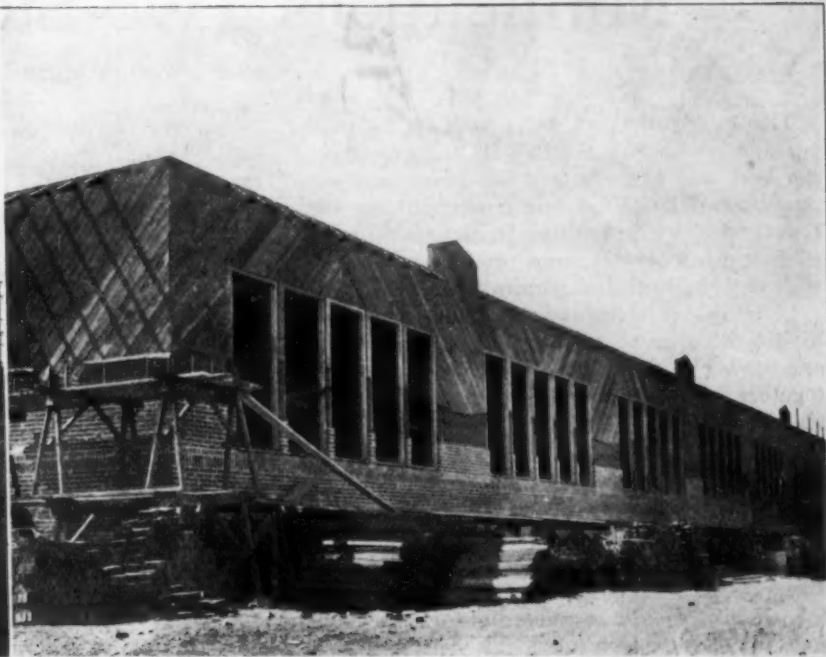
FIRST FLOOR, WOMEN'S BLDG., LAKEWOOD HIGH SCHOOL, LAKEWOOD, O.



THIRD FLOOR, GIRLS' BLDG., HIGH SCHOOL, LAKEWOOD, OHIO.



VIEW OF AUDITORIUM FROM CHENERY ST.



CONSTRUCTION DETAIL OF BUILDING.

TEACHERS' SALARIES

The Colorado State Tax Commission has recently granted an additional levy of a half million dollars for teachers' salary increases. Following this action, the school board of Denver, Colo., on December 1, took action raising the salaries of all teachers. Under the schedule, elementary teachers are given a minimum salary of \$1,000, with increases of \$100 up to a maximum

of \$1,800; high school teachers are given a minimum of \$1,200, with increases of \$100 up to a maximum of \$2,500; elementary principals are given a minimum of \$1,800 and a maximum of \$2,800; high school principals will receive a maximum salary of \$4,500.

It is further provided that teachers in elementary schools who are paid at the rate of \$1,000 and who have served more than one year, shall be

increased to \$1,050 per year. Such teachers will receive increases of \$50 on September 1, 1920, and the rate of increase shall be from \$1,060 to \$1,100; from \$1,100 to \$1,140; from \$1,120 to \$1,200; from \$1,180 to \$1,300; from \$1,200 to \$1,300; from \$1,240 to \$1,400; from \$1,280 to \$1,400; from \$1,300 to \$1,500; from \$1,320 to \$1,520; from \$1,360 to \$1,560; \$1,380 to \$1,580, and from \$1,420 to \$1,620.

High school teachers who are paid at the rate of \$1,200 and who have served more than one year, will be raised to \$1,250 per year. Such teachers will receive increases of \$50 September 1, 1920, and the rates of increase shall be from \$1,300 to \$1,330; from \$1,320 to \$1,350; from \$1,360 to \$1,400; from \$1,400 to \$1,460; from \$1,420 to \$1,480; from \$1,520 to \$1,600; from \$1,560 to \$1,650; from \$1,600 to \$1,700; from \$1,610 to \$1,725; from \$1,660 to \$1,800; from \$1,710 to \$1,850; from \$1,760 to \$1,900; from \$1,800 to \$1,900; from \$1,810 to \$1,950; from \$1,860 to \$2,000; from \$1,910 to \$2,050; from \$1,960 to \$2,100; from \$2,010 to \$2,200; from \$2,060 to \$2,250; from \$2,110 to \$2,300; from \$2,210 to \$2,400; and from \$2,300 to \$2,500.

Elementary principals, high school principals, assistant superintendents, chief engineer, secretary of board, assistant to the treasurer, clerks, bookkeepers, storekeeper, coal clerk and secretary in charge of supply teachers will receive increases of \$200 per year.

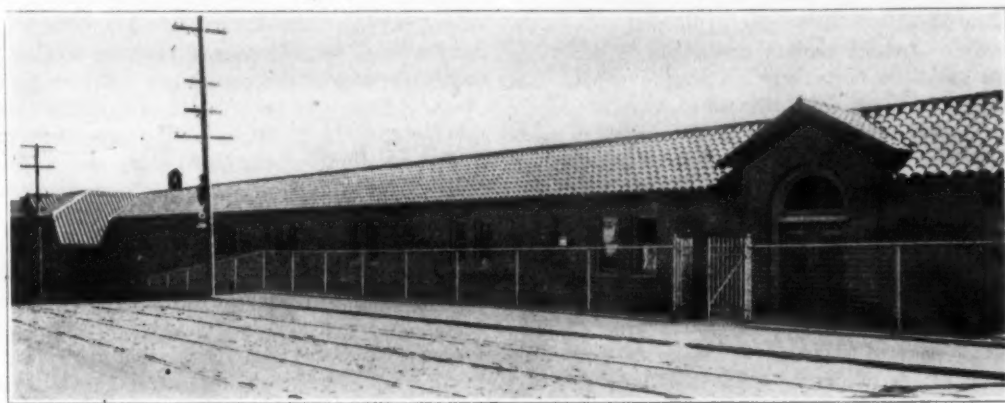
Increases of approximately five per cent for janitors living in school buildings and ten per cent for those living outside have been granted amounting to an aggregate of \$7,325.

The school board of Lyons, Neb., has adopted a salary schedule for a regular twelve-month term and taking into account, substantially the recommendations of the N. E. A. Committee on Teachers' Salaries. The schedule provides for a minimum salary of \$1,000 and a maximum of \$1,600 per annum for grade and kindergarten teachers, a minimum of \$1,200 and a maximum of \$2,200 for junior-high school and special teachers, a minimum of \$1,600 and a maximum of \$2,600 for the principal, and a minimum of \$2,400 and a maximum of \$3,400 for the superintendent of schools.

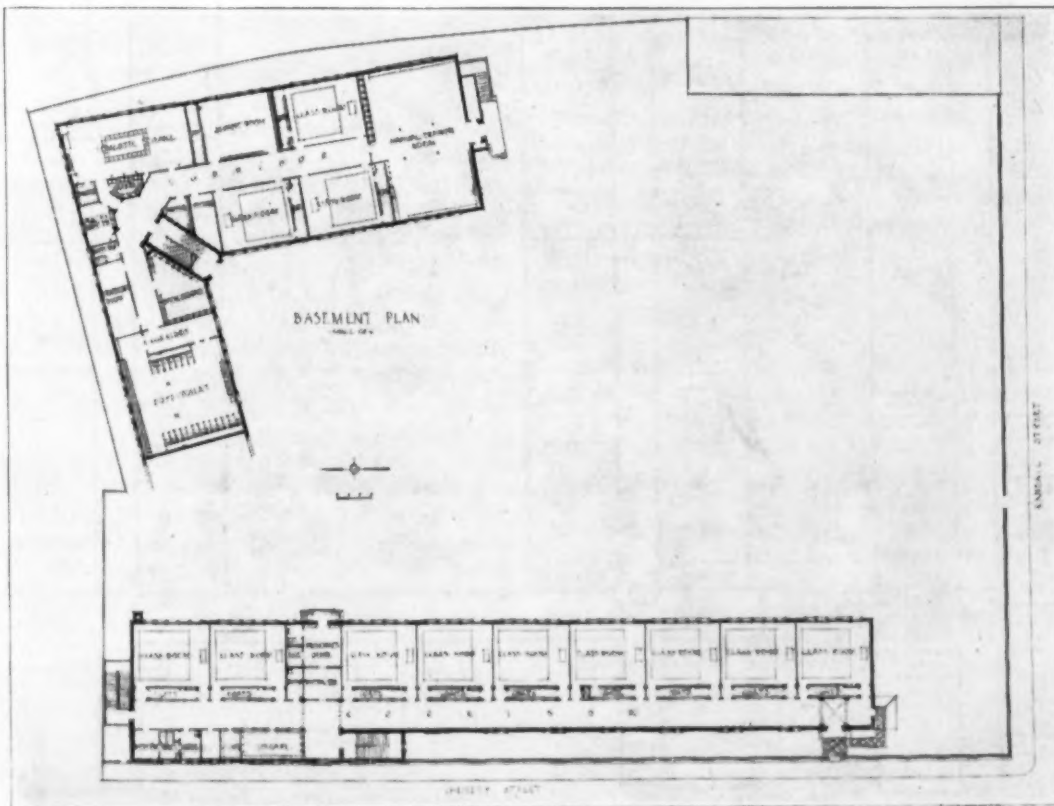
Waukegan, Ill. The teachers were given increases of \$20 a month, beginning with September. Bonuses of \$50 are offered to those who complete the school year.

Little Rock, Ark. The shortage of teachers has made it necessary to accept a few teachers below the standard in preparation and experience for the positions they fill. The situation is not likely to improve, since a number of teachers have resigned to marry, and their places must be filled with teachers who are available. A call has been issued for married women teachers to come to the aid of the schools in the emergency.

The State Board of Education of California has asked for the age and length of service of each teacher. The data is desired by the state board of equalization in order that it may estimate its liabilities in connection with the teachers' retirement fund.



FAIRMONT SCHOOL, SAN FRANCISCO, CALIF.



FIRST FLOOR, FAIRMONT SCHOOL, SAN FRANCISCO, CALIF.

Minneapolis Two-Story Composite School

Geo. F. Womrath, Business Supt., Minneapolis

The standardization which prevails in industry and which has resulted in the creation of the best and highest type of design and construction of buildings and equipment for each class of industry, resulting in the maximum of efficiency in operation and production, has met with the approval and admiration of the world.

In all modern industry the tendency has been to individualize the component parts, or units, and having perfected these units, to gather them together into an assembly constituting a model standardized whole.

Yet, in school design, which has to do with the greatest industry of all—the education of the child—standardization has been taboo. In school design, the first and fundamental consideration should be the education of the child. Everything connected with the building of a schoolhouse should be subordinate to this purpose, just as the educational work which is carried on in the schoolhouse has been centered around the child. "The education of children in the public schools is quite generally standardized", says a recent writer in the American Architect, "and a pupil in a certain grade of the elementary schools on the Atlantic Coast will find practically the same educative methods in the same grade in Pacific Coast schools. This is due largely to the work of the National Education Association, which is one of the few national associations that is constructive enough in its work to approve and adopt standards. As the teaching of pupils in a certain grade is practically uniform thruout this country, it follows that certain physical surroundings and accessories should be uniform."

Thus the interior, or functioning, parts of a schoolhouse is clearly already standardized. The educational work and courses of study are made for the best and highest interests of the pupils and the space assigned to every educational activity in a school building is intended to be so arranged as to carry out, in the most practical way, the activities of all departments, both as to mental and physical education. Nevertheless, there has been no definite effort made

to standardize school design and the type of building has changed with each new school erected.

"Architecture is essentially a profession of service to others," according to a recent editorial definition of the American Architect, "and not a field for the selfish exploitation of individual vagaries." Thus the standardizing of design and the arrangement of the interior of the school building, to meet the already standardized educational work to be done in the building, still leaves the exterior for the architect to disport his ability in designing, ornamentation and individuality.

As a result of considerable careful study by the superintendent, in co-operation with the members of the board of education, supervisors and principals of the Minneapolis Public Schools, it was ascertained which buildings possessed the most satisfactory physical surroundings and essentials for the education of children. It was found that school "A" had ideal classrooms, but lacked the satisfactory administration suite of school "B". That school "C" had ideal gymnasium facilities, but lacked the up-to-date manual training and cooking departments of school "D". Thus, each school seemed to have some special features which were lacking in all other schools. To bring together all the best parts of all the schools into one composite building was, therefore, a guiding motive.

Then the question of size of building and provision for future growth presented itself. The usual practice is to buy or rent a school site and erect a "portable" thereon, which is merely a temporary building designed to meet a temporary need. As a rule, portables are heated with stoves, the ventilation is poor, the floors are usually cold, toilet facilities are provided in detached buildings requiring the children to leave the school and go outdoors, all of which is highly objectionable in winter.

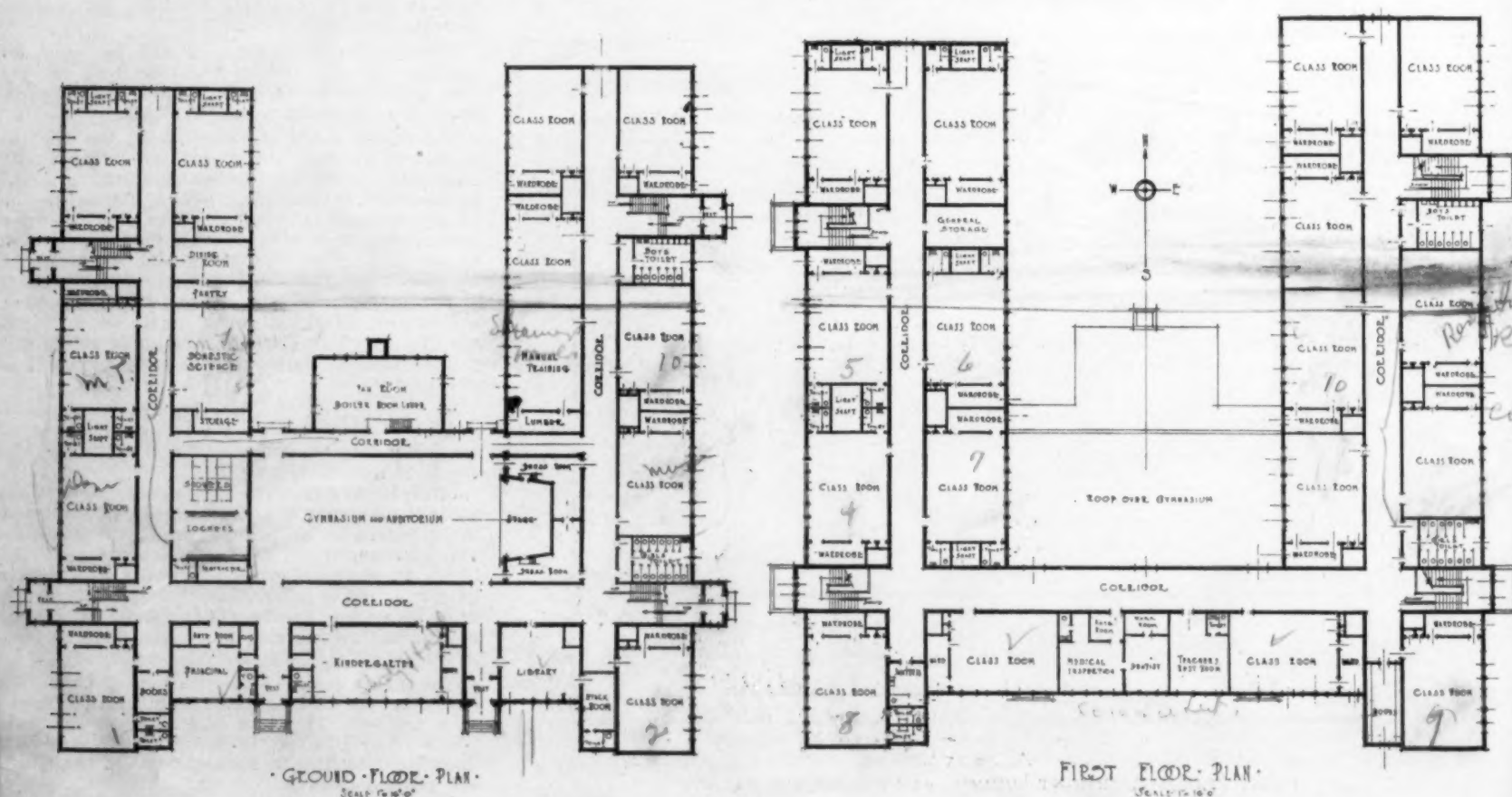
The next move under the above plan of procedure is to add two or three, or more, portables until a group of six or eight portables has accumulated. This is generally taken as indica-

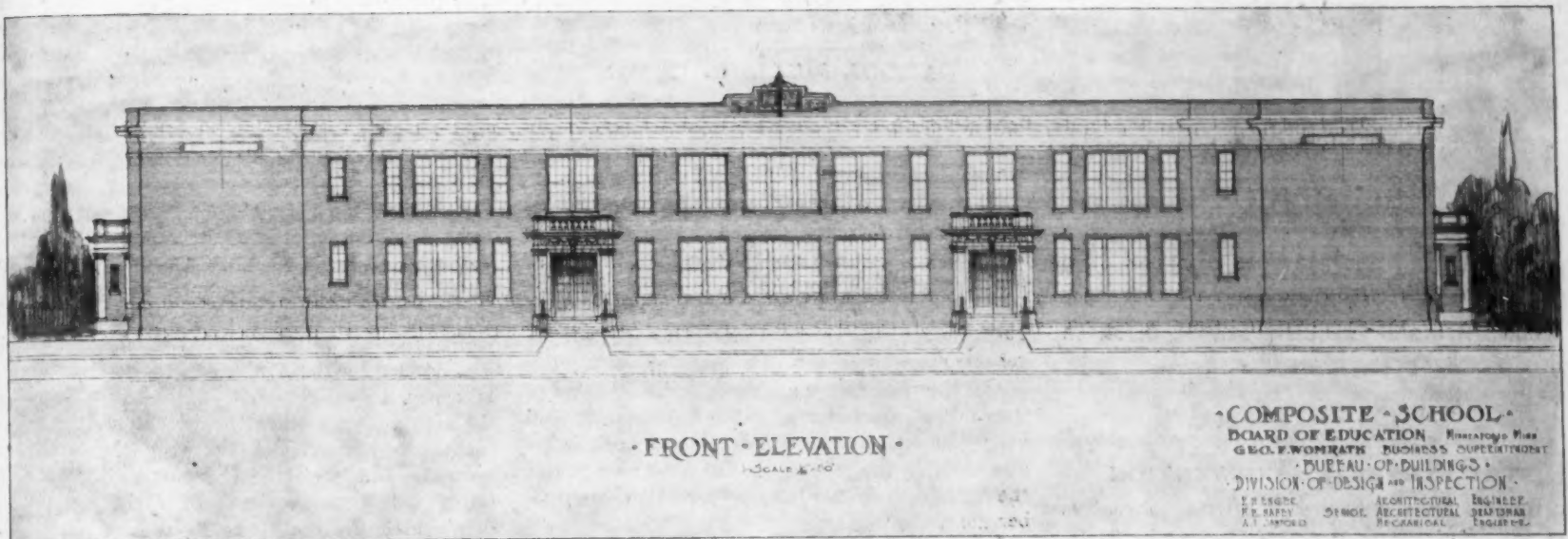
tive of what the requirements of the school district are, and then a permanent school building is erected to meet these requirements. This permanent building has usually been of an inflexible type, rendering future additions difficult and expensive.

Then legal and state requirements as to size, capacity, floor area per pupil, lighting, height of ceiling, drinking fountains, ratio of window space to floor space, width of corridors, fireproof construction, ventilation, etc., have to be considered. Some of these requirements are not always applied to a small building, which has again made the utilization of small units, or portables, conflict with future enlargement, or expansion. One of the objectives in designing the Minneapolis Composite School was to first produce a single educational unit which would be complete in itself, and so designed that to this unit might then be added, at any future time, any additional number of units, each of which would become an integral part of a school building capable of being expanded and enlarged as far as desired, without at any time losing its modernity or discarding any part of the original investment.

Another very important consideration was the height of the building. Some years ago classrooms were allowed in basements. This practice is now prevented by law. Basements can be used only for boiler rooms, mechanical equipment, and certain departmental activities; such as manual training rooms, cooking rooms, gymnasiums, etc., which rooms are used by the children at irregular intervals and for short periods of time. Therefore, schoolhouses have generally been built of the "two-story-and-basement" type, altho in recent years the "one-story" building, without basement, has come into use. The objection to the one-story type of building is that it requires a large area of ground, which is not always obtainable either from the standpoint of expense, or of congestion of an established residential district.

So the new Minneapolis composite type of school building is a "two-story, all-above-ground,





FRONT ELEVATION OF MINNEAPOLIS COMPOSITE SCHOOL.

unit-constructed" building. There is no basement except for boiler room. All schoolrooms are above ground and all objections to a "two-story-and-basement" building are obviated, while all advantages of a "one-story" building are secured.

For many years, strenuous objection has been made to placing boiler rooms and heating plants underneath classrooms, or under any part of the school building in which children congregate. In the new Minneapolis composite type of building, the boiler room and heating plant are isolated from the main part of the school and will be housed in a portion of the building entirely separate from any of the school activities.

It has become quite generally recognized that classrooms housing the small children in the kindergarten and first four grades should be provided with individual toilets. The thought is that when young children in these grades are taught the proper use and care of toilet facilities, they can be safely advanced to higher grades and the use of community toilets. Therefore, the Minneapolis composite school has been designed with individual boys' and girls' toilet rooms in each classroom in the part of the building housing the small children, and two community toilet rooms (one for boys and one for girls) are provided on each floor for the pupils in the upper grades.

In regard to ventilation, the usual practice has been to provide a central ventilating system from which ventilating ducts carry the air to all rooms in the building. This system requires the use of much space for the air ducts in both corridors and walls. Large fans and engines have to be operated, regardless of the number of rooms to be ventilated. Changing conditions in any room in the building affect all other rooms in the building. The result is, entire failure to secure satisfactory and constant results. While in the new Minneapolis composite building a central system can be installed if desired, it is also possible to provide individual ventilating units in each room in the building. The individual ventilating unit may be adjusted to meet any combination of conditions desired and each room in the building can have its own conditions of temperature, humidity, quantity and quality of air without affecting any other room. Each room can be run independently of any other room and any ventilating unit can be shut down when the room with which it is connected is not in use.

The Minneapolis composite building will permit of the following procedure:

When a site is purchased, a single room unit of the composite building can be erected, instead

of a "portable." This unit would be a classroom with pupils' desks, teacher's desk, reference table, chairs, blackboards, wardrobe, book closet, teacher's cabinet, window shades, lighting facilities, and all miscellaneous equipment complete; in fact, a modern classroom such as should be found in the very best type of modern school buildings, regardless of size or cost. This single unit is supplied with a separate toilet for boys and girls, and an individual ventilating system and a steam heating plant. All conveniences are provided under the same roof and children do not have to leave the building at any time while school is in session.

The second step would be to add another classroom unit, in duplicate of the first unit, and provide a corridor.

The third step would be the addition of a third classroom unit with, possibly, a principal's office and a bookroom.

After this, as required would come other classroom units, kindergarten, manual training and cooking departments, gymnasium, shower baths, teachers' rest room, medical inspection room, nurse's room, library, etc., each with its standard equipment complete.

The order in which these additions are made would be immaterial, as the flexibility of the Minneapolis composite school provides for any desired combination of rooms without destroying the homogeneous design to the building. This design permits the various units entering into a school building being cut into blocks and these blocks built up into any arrangement desired by the superintendent and school directors. The architect and engineer then supply walls and supporting floors around the units and provide suitable exterior design and embellishment which should be different for every building, in order that all schools may not be monotonous in their outside appearance. That is, exteriors should not be standardized.

In the Minneapolis composite type of building the only financial loss at any stage would be the small heating plant required for the first two or three units. This heating plant would be replaced by the permanent heating plant of the larger building. The small plant could, however, be utilized when another small school is built. There would, perhaps, also be the loss of labor and material in moving a few partitions as corridors are extended, but this would be a very inexpensive item.

To determine what activities should be provided for a model, modern grade school, a survey of every school building in Minneapolis was made and every room and the educational work carried on therein was tabulated. A list was made of these rooms and activities, and a copy of the list sent to school boards in 35

cities scattered thruout the United States, with a letter requesting that the lists be checked by them and any educational activities conducted in their cities, but not on the Minneapolis list, be added by them to the Minneapolis list. The composite list thus secured became the basis upon which the Minneapolis Composite School was laid out. The composite school provides space for every regular educational activity embraced in the composite list of rooms and activities, and in such a manner as to allow a building to be started with one room and then to add to this unit any other room or rooms that may be desired to give any combination of rooms and activities.

A few of the salient good features of the Minneapolis composite type of school building may be better understood by reference to the floor plans.

(1) These plans show a school designed for either individual boys' and girls' toilets in each classroom, or a community boys' and girls' toilet on each floor. Either arrangement may be adopted in full without disarranging the general plan of the building. In Minneapolis, the individual toilets for the first four grades have been adopted, and community toilets for all grades above the fourth grade.

(2) Individual classroom ventilating units, or a central plenum system for ventilating may be used. Either system may be adopted without disarranging the general plan of the building. If individual classroom units are used, the upper part of the cloakrooms is utilized to house the equipment. If a central plenum system is used, it is housed in a room directly over the boiler room. In this event the wall between the fan room and the corridor is constructed so that a large glass area makes it possible to see all the ventilation equipment from the corridor, thus making this part of the mechanical equipment an exhibition feature.

(3) With the advent and extensive building of junior-high schools, and their wide distribution thru the city, the size of manual training, cooking, and sewing rooms in grade school buildings is being reduced, so that the space of a regular classroom can be utilized in grade school buildings to provide for any of these activities at any time, and thus not disarrange the general plan of the building.

(4) The corridor around four sides of the gymnasium not only gives excellent circulation in the building and a complete community center unit, but also provides a running track for the physical training department.

(5) Over the corridor on the boiler side of the gymnasium a balcony can be built for spectators attending athletic and class exercises held in the gymnasium.

(Concluded on Page 68)



THE AMERICAN School Board Journal

DEVOTED TO
LEGISLATIVE AND EXECUTIVE SCHOOL OFFICIALS
WILLIAM C. BRUCE, Editor

EDITORIAL

THE CLEVELAND CONVENTION.

Several years ago, shortly after a convention of the Department of Superintendence, we received a letter which was subsequently reprinted in this column and which is well worth repeating at this time. It read, in substance, as follows:

"My attendance at the convention was opposed bitterly by a member of the board of education, who in all things educational is the most influential man in ——. By a heavenly coincidence he was obliged to visit during the week of the meeting and put up at the headquarters hotel. I was a little surprised at his appearance in the lobby on Tuesday evening. As it happened, I was standing in a group with Prof. —— telling about a scheme for a junior high school that I felt would solve a pressing local problem. Mr. —— was soon in the midst of a discussion that has since given us not only the junior high school but some other very much needed additions to the curriculum. . . . He entered thoroly into the spirit and stayed until Friday, going to several day sessions, when his business permitted, and to all evening meetings. . . . In March he demanded that the board pay me my expenses because, as he said, '— schools have and will have ten times the value of this sum.' . . . He maintained that teachers are over convention-ized but is heated in his defense of the necessity of sending me each year to the department meeting."

We are positive that this superintendent's experience would be repeated in ninety-nine out of one hundred cases, if all school executives would bring one or more members of their boards to the Cleveland convention in February next. Of all school conventions, we know of none which operates on a higher professional plane, which brings together a more able and earnest group, which has a more specific purpose, and proceeds to realize it, or which is more genuinely influential in upbuilding city and village school systems.

We are in the midst of reconstruction and the program at Cleveland will fix for the year 1920 at least the definite trend of administrative procedure. It will be far-reaching in its influence on the relations of superintendents and teachers to supervision and administration.

As we have said repeatedly, the conventions of the Department of Superintendence have one especial characteristic. They benefit not so much the persons who attend as the school systems which these persons represent. The reason is that the good things which are brought back are usually so practical and applicable to city schools that they are readily translated into facts and are incorporated into the school systems. School boards who send their superintendents are not really incurring an expense. They are making an investment for better administration. Doubting members of school boards may well

ask themselves whether they can afford not to send their superintendents.

SCHOOL BUILDING IN 1920.

School boards who are contemplating the extension of their school plants have several compelling reasons for proceeding promptly during the present year.

The first, and be it said the only fundamentally valid, reason is the pressing need for additional classroom space which has made itself evident in all towns and cities. A combination of the slowing up of construction during 1917 and 1918 with the remarkable increase in school attendance since September, 1919, has made the housing condition acute and relief thru added quarters imperative. This relief can hardly be effective or timely, unless work is begun early in the year so that at least portions of the buildings are ready to be opened in September next.

In considering a policy for the year it is well to take into account the present favorable financial and market conditions. The market for securities issued by school districts has not been so strong in several years as it is at present. In numerous instances, school bonds have sold at higher figures than liberty bonds and the tax-free feature has been of sufficient interest to cause large investors to snap up even the largest issues in a short time. This situation is likely to continue for some time, at least until Congress reduces the income tax rates and the excess profits tax rates. In this connection it may be added that we are living in an atmosphere of the most intense prosperity and it requires no great effort to convince a community of real needs even tho these demand large grants for bonds and direct taxes. When the downward trend of business and the natural reaction from the over expansion of the war years sets in, it will be doubly hard to undertake large projects for schools or other public purposes.

As compared with other commodities it may be questioned whether building construction is at the high peak of cost. Competent authorities declare that it has not increased in proportion to other necessities and that it will continue to rise for some time to come. Nor is a reaction likely to set in during 1920 or for a year or more later. Whatever happens prices will recede very gradually and no appreciable gain will result from holding back on needed work.

Every element points to the desirability of proceeding with schoolhouse construction in 1920 with vigor and according to all reasonable needs.

SCHOOLS AND MUNICIPAL CONTROL.

A disturbing and somewhat contradictory decision has come within the month past from the New York State Court of Appeals in the case of the Board of Education of New York City against the municipality. The decision in effect, makes the department of education a city department, subject in its financial actions to the city, but independent "educationally and pedagogically." It bears out the contention of the municipal board of estimate and apportionment that it may dip into the finances of the schools and denies the view of Supt. Ettinger and Auditor Cook that the schools are entirely a state agency.

Schoolmen have for many years maintained the principle that the schools are a branch of the state government and that the local boards of education are state agencies which should be independent in their educational policies as well as financial control of the schools. It has been urged that the tie-up with municipal governments should be for convenience and efficiency in levying taxes, bonding and caring for funds.

The provisions in the older city charters, which have been the cause of so much friction between school boards and city councils, have been considered incorrect in theory and unsatisfactory in operation, and practically every recent codification of state school laws and revisions of city charters has eliminated them or at least made them ineffective.

The New York decision is reactionary in effect, even tho it is based upon an exact interpretation of the New York school law of 1917, which did not specifically repeal two chapters of the original charter of New York City and which thereby failed to effect a change which was desired by those who caused its enactment. It leaves a twilight zone of authority between the city and the school board and will further complicate the relations between the board of estimate and the school department. It certainly points to the need of early legislation thru which the schools and the city will have their position very clearly determined and the schools given logical freedom in financial as well as educational matters. If the city should be able to convince the legislature that its comptroller and its board of estimate deserve to have control over school funds, the effect will extend beyond the limits of the Empire State in retarding school board progress.

EXPERT ADVICE NEEDED.

Any considerable experience in seeing school boards and local architects wrestle with the problems of schoolhouse planning will convince one of the great need for expert advice, especially in the planning of junior and senior high schools.

Every new school involves at least three types of problems: First, the purely educational; second, the architectural and constructional, and finally the financial. To plan rooms for the several academic and social subjects, for the vocational and physical training departments, for the administrative, assembly and service requirements is not so difficult in itself. It is complicated by the relations of departments and courses and is made baffling by the administrative problems arising from the necessity of getting the greatest service from every bit of space at the lowest outlay.

The architect's service is most important and effective in proportion to his ability to get the school authorities to state their educational needs in terms of classroom, shop and other space and to combine these needs in the most convenient and economical relations. His ability is to be gauged by his knowledge and understanding of school processes, and by his experience in having planned and erected buildings and in having observed them in use.

The school board as such must simply approve the work of the architect as it is convinced of the utility of the plans and as it sees its own ability to pay for the construction.

The local practitioner who has never erected a schoolhouse or, at best, has "done" one or two at some time in the past, is hardly competent to properly plan a high school, particularly if the building is to house five hundred or more students and is to be of the complete or composite type. It is not to be expected that he will solve this problem in all its complicated details so well as he would work out the plans of a home, a flat, a store or a small factory. He cannot have an insight into the possibilities of a plan such as the experienced man has with his knowledge of similar situations and of educational movements and tendencies.

The need of the average community, especially the small city, which is erecting a new high school, is consulting service from expert architects. There is quite a number of such men who

have limited themselves to a degree to school work and who are keeping abreast by every possible means with educational progress and with the new things in school architecture. As Mr. Frank Irving Cooper remarked in a recent article, these men can point out the experience of others, so that mistakes of others can be avoided and the best solution be found for every detail of a plan. Working in a consulting capacity, these experts can render the local architect, who will supervise construction, etc., a valuable service and be of lasting help to the school boards.

It is well to be absolutely sure in school building projects of the correctness of plans. A school board member is a trustee of the educational welfare of the community, as well as of its funds, and he may not make mistakes such as are the privilege of the individual in private undertakings.

A SCHOOL LIBRARY.

A Massachusetts daily newspaper prints the following report of a meeting of the local school board:

There are some things in this world that improve with age, so it is said, but a dictionary is not one of them.

With amazement, the school board at the meeting last evening learned from Supt. Perkins that the only dictionary at the High School is forty years old. The fact was brought out in discussion of the new arrangement for service of a librarian at the school. Books will be added to the school library and a dictionary of more recent birth will eventually be procured.

It was further stated that an encyclopedia is not used for reference to any extent at the school principally because of the fact that there is none in the school library. Mr. Sanderson of the School Board had some recollection that his class presented an encyclopedia to the school but Supt. Perkins has not succeeded in locating it.

PERTINENT QUESTIONS.

Mr. Howard J. Nudd of the New York Education Association recently addressed to the board of education, a series of questions which he desired to be answered by the survey of the business affairs of the city department of education, now in progress. He asked:

1. To what extent is the business of the Board of Education being conducted in conformity with existing law?

2. To what extent does the Board of Education discuss and determine questions in executive session with the public excluded and limit its action in public to perfunctory approval or disapproval of what has already been decided upon in secret session?

3. To what extent does the Board of Education determine fundamental policies as distinct from minor administrative details that could be handled best by the paid experts of the system? What fundamental policies have actually been decided upon by the present board since its inception and how far and how successfully have they been carried out?

4. To what extent does the proposed building program solve the part-time and congestion problems in the schools and how much and how long will it really take to provide a reserved seat for every child in a class of reasonable size?

5. To what extent do the various bureaus constituting the so-called business departments of the board operate efficiently?

6. What is and what should be the status and compensation of the civil service employees within the department?

7. To what extent does the present method of examining, appointing, rating, and promoting teachers make for efficiency in the education of the children and for the development of a healthy esprit de corps in the system, and what reforms, if any, should be instituted in existing practices?

8. What is the character of the general and specific administration of the different types of schools in the system—elementary, high, and vocational—and what is the degree of the efficiency resulting therefrom?

9. To what extent is there a proper pyramiding of authority and responsibility in administering the schools, and to what extent does the present system of records and reports make for ease and speed in grasping the significance of great masses of details and for facility in determining and administering fundamental policies based upon them?

10. To what extent does the rank and file of teachers and principals participate in the formulation of school policies, and how can they participate more effectively in professional leadership?

The foregoing questions cover very nearly all of the fundamentals of good city school administration and while they are phrased for the local New York situation, they may be applied to any system of city schools. We should like to see school boards generally ask themselves—and answer—such questions, and then, shape their course of action accordingly.

FIFTY YEARS A SCHOOL BOARD MEMBER.

The city of Philadelphia is justly proud of a member of its board of education: Mr. Simon Gratz, who celebrated on December 10th, the fiftieth anniversary of his original appointment.

Mr. Gratz has seen the schools of his native city grow from a very small nucleus to a comprehensive system. He has labored successfully and progressively and has kept up his interest and enthusiasm during periods of storm and trouble, during years of criticism and financial stress. His work has been done without pay and without hope of reward other than the satisfaction which comes from helping others and from aiding education as a worthy cause.

AN ASPECT OF DEMOCRACY.

If the present movement for democracy in school administration gains the ends which teachers are striving for, the relations between school boards and teachers will be changed for the better. For participation in the formulation of school policies, in the introduction and change of classroom methods, must necessarily bring school boards and teachers as a group into closer contact and thus establish a better understanding of mutual viewpoints and difficulties. In the past and at present, the superintendent has stood as a bar between the lay representatives of the community and the classroom workers, and in some instances, has very effectually prevented an interchange of views when these threatened to interfere with his plans or projects. This bar will be less effective because teachers individually, and as a group, will understand that they have at least an advisory voice in school matters and that regular machinery exists for an adequate hearing. It will not be popular for a weak superintendent to indignantly brand an appeal to the board as an interference with his prerogatives or as a disloyal act to be heartily condemned.

The new relation need not, and should not, injure the position of the superintendent as professional head and executive officer of the schools. Rather it should strengthen this position by giving him added support and a new means of approach on professional, educational problems which he must solve and justify before the board members.

The success of the move for teacher participation will depend entirely, we believe, upon cooperation and mutual respect of all parties concerned. Its purpose is reformation of a system which is essentially correct, but which has swung too far in one direction.

FEDERAL AID WITHOUT FEDERAL CONTROL.

The promoters of the Smith-Hughes bill for federalizing education are too sanguine, we believe in their hopes and intentions to limit the proposed law for nationalizing education to the mere quantity of national subsidies. The parallels used to point out federal liberality in granting national aid without the exercise of control over local governmental units do not seem fortunate. The basic difference between the agricultural and other types of aid lies in the fact that the latter react ultimately on private enterprise and not upon a well defined system of public agencies—like the schools—legally authorized and completely organized with local, city, county and state machinery.

It will be well, we think, for schoolmen to ask themselves whether the federal government is not aggressive in its centralizing tendency and in its steady improvement toward greater powers for executive officers? If such a condition is general, will education alone be exempted from the movement?

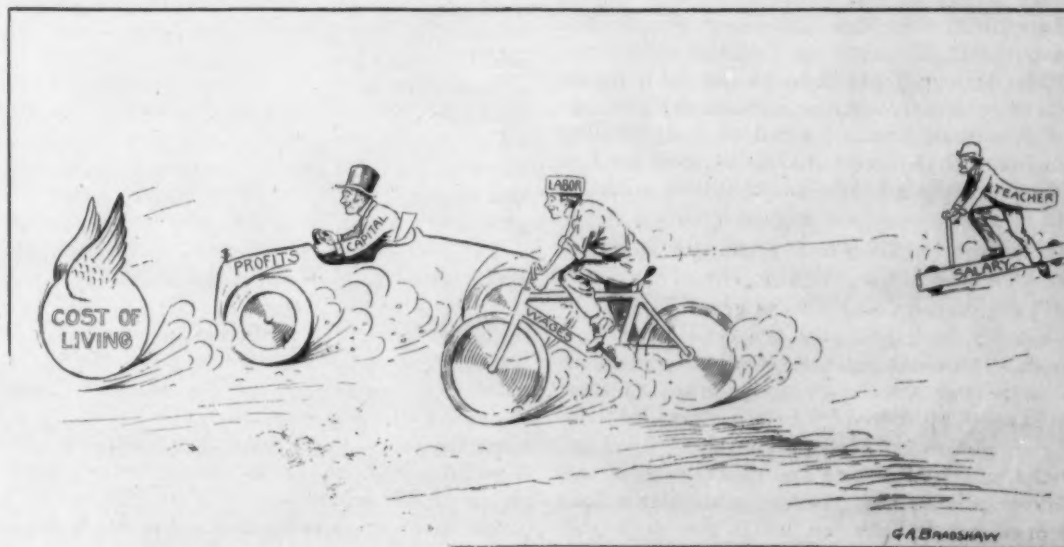
Every businessman who has come in contact with the older departments at Washington knows from experience that methods are formal and forceful and that allowance is rarely, if ever, made for local conditions and requirements. Will a department of education depart from the custom and spirit of official Washington to be intelligent, adaptable and anything but arbitrary?

Frankly, we have little hope that the states will continue independent in their control of education for many years after the establishment of a secretary of education.

FOR 1920.

A New Year's resolution of first importance for the school board member: I will visit a school in my community once each month during the year 1920.

The teachers of Texas have asked for ten million dollars additional school revenue to be used in increasing salaries. They propose that the salary budget of the state be doubled.



AN UNEVEN RACE.

Is the High School Principal a "Fifth Wheel?"

Inspector J. B. Edmonson, University of Michigan,
Ann Arbor, Michigan

"A fifth wheel" is the way one Michigan superintendent describes the high school principal in the small school system, i. e., a school with fewer than fifteen teachers in the grades and high school. He further declares that the administration of his own school system has been greatly improved by the discontinuance of the office of high school principal. Is this superintendent correct in his description of the high school principal, or does the principal have a well defined field of work in the small school system?

To secure information on this question I assigned some of the advanced students in Education at the University of Michigan the problem of visiting small school systems in the vicinity of Ann Arbor, Michigan, for the purpose of discovering the actual division of responsibility between the superintendent and the principal. Their inquiries revealed a wide range of difference in school practice. In answer to the question concerning the division of responsibility one of the students reports the following situation in a high school with an enrollment of approximately one hundred:

"The relationship between superintendent and high school principal which is considered in most places as more or less of a complexity is a very simple matter in this school. *The superintendent is in absolute command of all affairs.* One of the high school instructors is called the principal and his chief duty is to take the high school attendance. For this extra work he is paid a sum slightly in excess of the regular salary. He also wins the name of principal. The superintendent believes that this condition may seem far from the ideal relationship between the superintendent and principal, but he states that this subordination of the principal to the rank of an instructor has been made necessary because of the too frequent changes in the principalship and the incompetency of some of the former principals."

In another school the following division of responsibility is reported:

"The superintendent assumes full responsibility for the supervision of the teachers. The principal has charge of the session room, the discipline therein, the attendance report."

In another school a very different situation is reported as follows:

"The principal is the executive officer of the high school. His duty is to carry out the wishes of the superintendent. However, the give and take principle exists between these two officers and a good deal of freedom is permitted to the principal as well as to the other teachers in the school system."

In still another school this type of situation is reported:

"The principal has been placed on a higher basis than merely signing excuses for absences and posting notices. Instead of a figure-head it is found that there is plenty of work for him to do, especially in the field of dealing with the outside activities of the high school."

In another small school organized as a six-year high school, the following report is given:

"The superintendent directs general policy of the schools, including both the grades and high school. The principal has almost absolute control of matters of supervision and administration in the high school. The superintendent visits and advises with the high school teachers, but the principal directs and controls all of the high school activities. In this particular school the principal teaches ten hours per week and the superintendent teaches eight."

It is evident from these reports on typical small school situations that there are marked differences in the amount and type of work assigned to high school principals. The amount of responsibility varies from the care of the attendance in the one case to full responsibility for high school supervision and administration in another case. If the cases reported are typical, it would be difficult to formulate a rule based on actual practice to govern the division of authority and responsibility between the superintendent and the principal.

During the past five years I have had occasion to visit over 250 small school systems in Michigan. After careful consideration of the function of the high school principal in these small schools I have arrived at the conclusion that the principal with well-defined supervisory and administrative duties is a "fifth wheel." In fact, I am of the opinion that the administration of the small school would be greatly improved by the elimination of the office of high school principal and the assignment of its alleged administrative and supervisory responsibilities to the superintendent. I have arrived at this conclusion because of the following facts which are found in a majority of the small school situations:

First, there is no need for two trained officials for the handling of the supervisory and administrative duties.

Second, a division of responsibility results in confusion in the minds of patrons, teachers and students as to the responsible authority in the high school.

Third, a division of responsibility creates too great a chance for the inefficient administrator,

either superintendent or principal, to shift responsibility.

In the smaller schools the superintendent needs to magnify his administrative responsibilities and to organize his daily program so as to provide time to care for the same in a satisfactory manner.

In too many of the smaller schools the superintendent is little more than the chief teacher of the school, or the one who teaches the classes not desired by other members of the teaching staff. His administrative and supervisory duties are not highly regarded by the board of education or the faculty.

The University of Michigan has for a number of years had an accrediting standard which reads: "The superintendent should be given sufficient time to visit the grades and the high school for the purpose of supervision." This standard is frequently misunderstood and violated. The violations are due in part to a lack of appreciation by school boards of the value of supervision, and in part to the desire of many superintendents to devote their time to other duties. In many ways it is easier to teach extra classes than to take the time for constructive supervision of the work in the grades and high school, and many superintendents follow this easier course of teaching.

In conclusion, I would endorse the point of view of the first superintendent quoted in the article when he says, "The superintendent is in absolute command of all affairs." This, of course, does not mean that the superintendent takes the attendance in the high school study hall and does all of the administrative work in the school. However, it does mean that the superintendent feels responsible for originating, delegating, and checking up the various policies and activities required in the operation of a successful school.

HOME AND SCHOOL ASSOCIATIONS

Edward S. Ling, Superintendent of Schools,
Abington, Pa.

At a recent meeting of the executive committee of one of our organizations the president said: "Well, we have accomplished another good piece of work. The school board has negotiated for that additional piece of ground east of the school building, which means that a lot 200 feet wide and more than 600 feet deep will be added to our school grounds."

His announcement was greeted with a murmur of approbation. The school is growing rapidly. An addition was made to the building five years ago but nothing was added to the grounds at that time. Recently the highway passing the front of the building was resurfaced, making it an ideal roadway. Property values at once began to advance. It was apparent that additions to the school grounds in the most desirable direction must be made soon if they were to be secured at a reasonable price. The officials of the Home and School Association saw the situation and got into communication with the owner, then with the school board. The president's announcement gave the happy sequel.

This association has had an interesting history. It came into existence as the result of the protest of the patrons against an insanitary building, following unsuccessful personal conference with an unprogressive school board. It grew sufficiently powerful to secure a change of janitors. Looking further into school conditions the school board was asked to elect a local superintendent, so as to secure better supervision of the school work. Thru the aid of a couple of progressive members this was brought about. The association was then going along

with considerable momentum. It held monthly meetings which were well attended. There were open discussions of school affairs, which were kept on a constructive plane. At intervals speakers were introduced from outside the district. There was a mother's committee which held monthly meetings in the afternoons and met the teachers. These meetings were usually preceded by visits to the classrooms. The contact was good and the whole spirit of the organization was friendly and helpful. One able woman gave freely of her time and talent, and was largely influential in keeping the interest and standard of achievement high. The presidency has always been vested in a male citizen of the community.

After the success which resulted in the election of a superintendent, and before he had rightly begun his work, the association allowed its attention to lapse, so that the two most progressive members of the school board, whose terms expired very soon thereafter, were allowed to retire from the board, to be succeeded by men of much inferior standard. This may have been done on the presumption that the superintendent alone would be able to maintain its ideal of good schools. The error was seen when too late to rectify until several years had passed.

The following years of the association's work were a continuation of its early policy, with varying interest and success. The attitude was friendly toward superintendent and principal, but not very cordial toward the school board, in which reactionary elements were in control. The feeling on the part of board members to-

ward the association was either actively hostile, or contemptuous and indifferent. The members of the association who were most active were regarded as meddlers and busybodies if their activities reached outward to any degree. The superintendent had a difficult course to steer. He could not but sympathize with the progressive and friendly attitude of the association members, and feel the hampering influence on the part of unprogressive board members, nor could he, on the other hand, fail to realize the legal authority of the latter, and the self-appointed character of the former body.

Many material improvements were made to the school's equipment at this time, such as a stereopticon, playground apparatus, library books, pictures for the schoolrooms, all with funds raised by the association. The attendance and interest at the meetings was not always maintained at high tide. They provided social contact between parents and teachers, and on some occasions rose to former high levels, but there was a noticeable diminution of attendance, especially at the mothers' meetings.

About this time the more farsighted members began to see that further improvement of the schools was being defeated thru the reactionary element on the school board. A situation arose whereby the places of a majority of the members of the board became vacant at the same time. Associations of the same kind had in the intervening years been formed at two other points in the district. The leaders of these associations got together at times and places apart from the regular meetings of their respective bodies. The result was the formation of a progressive citizen's ticket, for which an active but quiet canvass was made. The entire ticket was successful at the polls, both at the primary and the general election. This was not made a part of the activity of the associations, but the leaders in the movement were all likewise leaders in the associations.

The parent body at this time underwent an unexpected change. There was a split between two factions that had been gradually forming. An insurgent faction aimed at securing control and ousting the former leaders. This was particularly directed toward the woman who had had most to do with the organization and achievements of the body for five years past. Both sides were progressive in their attitude to-

ward the schools. Their differences were such as grow up in such voluntary organizations when a particular group has been long in control.

The insurgent faction was successful, catching the old guard off its guard. The policy of the new administration, which is still in control, has been directed toward getting out large crowds, but giving no time to open discussions on educational questions, and only very infrequently having any address on such questions. There has been usually a dance connected with the public meetings. All the details, and all discussions of school matters have been conducted in the meetings of the executive committee. There has been a good attendance at the social meetings, which are held in the school building. An effort has been made to get parents and teachers acquainted. The absence of any mention of school affairs has not pleased a large number of citizens, especially those of the former ruling faction. The population of the community is very mobile, and many of the older members have left. The very new residents do not have the traditions of the past and are falling in with the present controlling group very readily.

Some things which have been helpful to the school have been accomplished. A generous addition to the physical training equipment has been made, and funds are in hand for other things. The addition to the school grounds which was mentioned at the beginning is properly regarded as an achievement.

The relations between the association and the school board are friendly, not to say enthusiastically cordial. There has been cooperation on one or two important matters. For the most part each body has pursued its own way. The progressive school board has been sympathetic toward the general idea of the associations' work. One member was a former association president, another was connected in a non-official way. Some board members are somewhat skeptical as to the actual good of such extra-legal bodies. The dancing programs of the one association have not been regarded very sympathetically by the school board. Generally speaking it may be said that election to a position on a school board tends to modify the attitude of a man toward home and school associations.

One other association in the district has had a very successful career. It is located in a section of the community where the population is compact and homogeneous in character, the considerably smaller than in the parent association's community. The patrons of this school have nearly all joined the association and assisted in its work. This could not be said of the earlier organization. The teachers and parents have thus kept in closer touch. The relations between them have been more human.

This association has entered into the social features of school life very heartily. It has sponsored a number of parties.

The material improvements which this body has undertaken have been many and constant. Their last meeting showed fully a half dozen which had been recently completed, or which were still under way. One action which had been sought at the hands of the school board was transportation to High school. The distance is nearly three miles and the usual agencies of transportation not being available. This object was attained when the progressives got control of the school board. Motor vehicles now are provided for all parts of the district.

A third sectional home and school association has had a rather difficult field and has met with unusual misfortunes. It had a good year at the beginning. In fact a second year was propitious. Late in the year its president died. His successor, a physician, was off to the war, and the year was barren of results. Another president was chosen who died at an army camp before he had begun any work. This association is just now undergoing reorganization and will make a final bid for existence. Its patrons are scattered and of differing social status and varying school ideals. It is hard to keep the fires burning.

What should be the attitude of superintendents and school boards toward these organizations? The writer has heard much unfavorable comment by both superintendents and board members. The former have frequently been heard to say that they did not want to be bothered and hampered by them. Board members are rather prone to regard them as meddling and troublesome.

A rather extensive experience prompts the writer to say that there is much more of good than of possible harm in home and school associations. Their presence in a district is a stimulus to teachers, superintendents, and school boards. None of the above should ever forget that the highest stake and the final word is with the people for whose children the schools exist. The harmful tendencies are transitory. The people may be depended upon to keep the control in the hands of persons who will have right conceptions of the province and work of the association. Mere meddlers will not be tolerated. A superintendent will do well to foster such organizations in his district and to keep in friendly touch with their work. The school need not shoulder the responsibility for the maintenance of interest and attendance, nor try to control the program. The school leaders should say: "We are here doing the great work of educating the youth of your community as well as we can. You can help us. If you care enough about the success of this work to organize and put your shoulder to the wheel, we will welcome your help most heartily."

Denver, Colo., on December 2nd, carried a bond election for an issue of \$2,000,000 with which to carry out its proposed building program for the schools. Plans have already been begun for the erection of four junior high schools and for one or two elementary buildings. The present bonding campaign was the second attempt of the schools to obtain an adequate building fund for the new buildings and was largely successful because of the conservative attitude of the school officials and a recognition on the part of the people of the real need for new structures.



© U. & U. HISTORIC MEMORIAL FLAG PLACED ON ROOSEVELT'S GRAVE.

A brief yet impressive ceremony marked the placing of the historic Roosevelt Memorial Flag, which had been relayed by school children across New York State for many hundreds of miles, by its founder, upon the grave of the late Statesman and President, on this, his 61st birthday. Photo shows the flag, after the 48th star had been sewed upon it by school children of Oyster Bay, arriving at Col. Roosevelt's grave in the Young's Memorial Cemetery.



SCHOOL BOARD NEWS

TEACHERS' UNIONS.

The school board at St. Joseph, Mo., has recently taken a decided stand against the unionization of teachers and Mr. John E. Dolman, president of the board, has summarized its replies in a most interesting letter addressed to the American Federation of Teachers.

Mr. Dolman's letter was written in response to a letter from the Federation as follows:

"Dear Sir:

"Your letter of inquiry dated Oct. 20, 1919, addressed to the secretary of the board of education of the City of St. Joseph, has been referred to me, by the board, to make a reply, which will reflect the unanimous opinion of the board upon the subject of your inquiry.

"I am pleased to inform you that the board of education of the City of St. Joseph, is 100 per cent American, elected by the whole people to whom it is responsible for an impartial and non-partisan administration of the affairs of the school district, without regard to race, color, religious belief or class organization, giving to the children of all citizens, whether rich or poor, laborer or capitalist, Gentile or Jew, Protestant or Catholic, those equal privileges and immunities to which, under the Declaration of Independence, and guaranteed by the United States Constitution, the laws of nature and of nature's God, entitle them. A decent respect for the opinions of mankind requires that no class of citizens shall be preferred over or discriminated against by any other class.

"The objects of the constitution of your Teachers' union, as announced on your letter-head, provides that: 1, to provide means for the legal protection of teachers' interests; 2, to protect teachers against oppressive supervision; 3, to increase the efficiency of the schools in democratic education, and 4, to obtain equal suffrage among men and women. All of these objects are amply provided for under the constitution and laws of our state, to which under our oaths of office, we owe our entire and undivided allegiance and we not only do not need the advice of, but resent the efforts of any class organization to control or in any way interfere with the administration of the public schools of this district in their own interests, except in the manner provided by law and expressed by a majority vote at the polls.

"Yours truly,

"JOHN E. DOLMAN,

"President Board of Education of St. Joseph School District."

The letter of the Federation to the board reads: "Secretary, Board of Education, St. Joseph, Mo.,

Dear Sir: "Organized labor in the city of New York is interested in a campaign for bringing to the attention of the mayor the desirability of appointing a representative labor man or woman to the next vacancy in the board of education. Organized labor in this community is also coming to believe that members of boards of education should be elected.

"In order to obtain definite information concerning the indicated extent to which labor is already represented on boards of education throughout the country, a study is being made of all cities having over 40,000 inhabitants. It is intended that the findings will be published and sent to all municipal authorities and to others interested in the matter.

"Will you not further this inquiry by answering the following questions?

"1. Are there one or more members of your present board of education who are appointed or elected as representatives of labor? (Yes, sir).

"2. (a) Have there been representatives of labor on your board within the last five years? (Yes). (b) If so, how many at one time? (Six).

"3. How many members is your board composed of? (Six).

"4. Are the members of your board of education appointed by the mayor, or elected? Kindly give details of either method followed. (Elected).

"5. (a) Has your city tried both methods? (No). (b) If so, why was the change made?

"6. Would you care to receive one or more

complimentary copies of our report on this inquiry. (No, and the attached letter will explain why).

(Signed) "HARRY R. LINVILLE,
"President, Teachers' Union of New York."

MINNESOTA SCHOOL BOARDS MEET.

The Associated School Boards Section of the Minnesota Educational Association held its annual meeting November 6 and 7, at Minneapolis. Mrs. H. Witherstine, president of the association, presided at the sessions, which were attended by about three hundred persons.

Dr. C. H. Mayo, of Rochester, who was the first speaker, spoke on "The Responsibility of School Authorities." Dr. Mayo discussed the problem of illiteracy in the mountain and southern states and urged that the schools be made more effective in Americanism work. He argued for teamwork and cooperation and for the recognition of health as the basis for good school work and as a means of lengthening life.

The second speaker, Mr. C. C. Swain, spoke on "Physical Training and Hygiene." Mr. Swain emphasized the need of health as a basis for effective mental effort and pointed out that the country boy has just as much need of medical inspection as the city boy. He urged the employment of nurses on full time and recommended state aid for the establishment of physical training departments.

Miss Annie Shelland, Rural School Supervisor, talked on "Teachers and Pupils' Organizations in Rural Schools." Miss Shelland touched on the new organizations of Citizens' leagues, and on the work of committees on programs, health, play and recreation and pointed to the ideals for which they stood. She urged the employment of school nurses and club leaders for every county.

Prof. G. M. Cesander of the Department of Education, discussed briefly the subject of "Conferences." Mr. Cesander described the work among the state-aided schools and also other features of work in the state. He questioned the value of an associated school system.

Mr. R. W. Terry of Slayton, who spoke next, discussed "The Relation of the Home to the School." Mr. Terry pointed to the lack of democracy in the school system and to the need for a practical system of religious training outside the confines of the schoolroom.

At the second session, which opened on November 7th, the president announced the following nominating committee: C. E. Williams, Mora; Mrs. Chas. Stonberg, Herman, and Robert Anderson, Albert Lea. Prof. C. H. Barnes of Eveleth, who opened the session, spoke to an audience of four hundred persons on the subject, "The Value of Parent-Teachers' Associations to the City." He urged education as the solution for the present industrial disorder and pleaded for a coordination of those uplifting influences of the church, the school, the home, the press, the theater and the motion picture. He commended the parent-teachers' associations and suggested that they be made a branch of the Minnesota Educational Association.

The subject, "Are Parent-Teachers' Associations a Help to Boards of Education" was discussed by David Swenson, member of the board of education, Minneapolis. Mr. Swenson showed how these associations can, first, focus public sentiment; second, support the board of education in financial matters, and third, furnish supplementary and expert advice in order that the board may expand on its plans. Many board policies, it was stated, may be inaugurated, and these organizations should have an educational bureau.

Miss Angie Hern of Ramsey County, gave a valuable and interesting talk on "The Parent-Teachers' Association as an Aid to the Principal and Teachers." She argued for a closer relationship and greater interest between parent and teacher. The organizations, she argued, should hold regular meetings and should plan definite programs with music and lectures on important subjects.

Mrs. Peter Oleson of Cloquet, talked on the subject, "Do Parent-Teachers' Associations Bring Parents in Close Touch with the Schools" and showed that this is one of the important divisions of the association. The association advances ideas and accomplishes wonderful results in Americanization.

The question of teachers' salaries was discussed by Mr. A. B. Cheadle. It was moved and carried that a committee be appointed to investigate and report on a satisfactory minimum salary. The results of the investigation are to be issued in some convenient form for general distribution to school boards throughout the state.

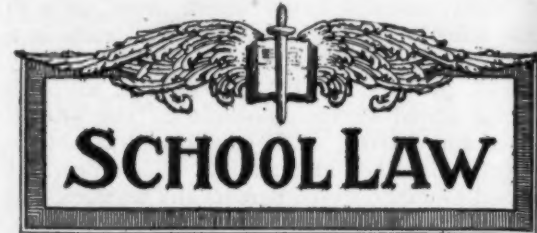
Mr. J. G. Norby of Fergus Falls, asked for information as to means of operating a school system on a cash basis.

Mrs. Witherstine suggested certain changes in the school laws in order that members of school boards may have their expenses paid while attending educational meetings.

Mr. O. T. Corson, of Columbus, O., who spoke briefly on "The Work of the School Board Member," gave interesting facts as to the particular duties and commended the division for its action taken during the business session.

The members, at the business session, adopted the report of the nominating committee, providing for the following officers:

President, Mrs. H. Witherstine, Rochester; Vice-President, Mr. A. B. Cheadle, Jackson; Secretary-Treasurer, Mr. Victor E. Anderson, Wheaton.—Mrs. H. Witherstine.



SCHOOL LAW

School Lands and Funds.

Under the express definition of the North Dakota constitution, § 148, the State Normal School is part of the free public school system of the state.—State v. Valley City Special School Dist., 173 N. W. 750, N. D.

It is the policy of the state to establish school districts and to maintain schools wherever needed, and it is the duty of school officers of the various counties to carry out such policy.—Lebo v. Griffith, 173 N. W. 840, S. D.

Schools and School Districts.

Under rules governing trial of appeals from an order of the board of county commissioners detaching certain territory from one school district and forming it into another school district, evidence is held not to warrant the district court's finding that the board acted arbitrarily, unreasonably, or against the best interests of the people in the territory affected, unless it was proper to consider testimony of two members of the board by whose affirmative vote territory was detached that they so voted because they believed that a former union of two districts was void.—In re School Dist. No. 58, Meeker County, 173 N. W. 850, Minn.

On appeal by the petitioners for a school district to be formed by detaching certain territory from another district with which it had been united, the testimony of two members of the board of county commissioners by whose affirmative vote territory was detached that they so voted because they believed the former union was void was admissible.—In re School Dist. No. 58, Meeker County, 173 N. W. 850, Minn.

While the board of county commissioners acts in a legislative capacity in detaching a school district from another with which it had been united, the district court could not so act in determining an appeal, and whether the educational advantages to be obtained in united district outweighed the difficulties expenses to detached district was not within the province of the district court.—In re School Dist. No. 58, Meeker County, 173 N. W. 850, Minn.

School District Government.

The Idaho laws of 1911, c. 159, § 194, and section 195 (complete laws, § 38:311), repealing all conflicting acts and declaring that it is intended to be a complete code for the government of the common schools, do not reveal the complete laws, § 1950, providing for review on appeal of actions of boards of county commissioners as to school questions.—Rural High School Dist. No. 1 v. School Dist. No. 37, 182 P. 859, Ida.

The members of the board of regents are not personally liable for the fulfillment of their contractual obligations, where not charged with acting unlawfully or in excess of their authority.—Mullen v. Dwight, 173 N. W. 645, S. D.

School District Taxation.

Where the voters were fully advised by posted notices, public meetings, and newspaper articles and editorials, of date and purpose of school district bond issue election, and where no one was denied the privilege of voting for want of notice, the publication of notice for only two days instead of three, as required by the Remington code of 1915, § 4667, did not invalidate the election; the statute being directory rather than mandatory.—Lee v. Bellingham School Dist. No. 301 of Whatcom County, 182 P. 580, Wash.

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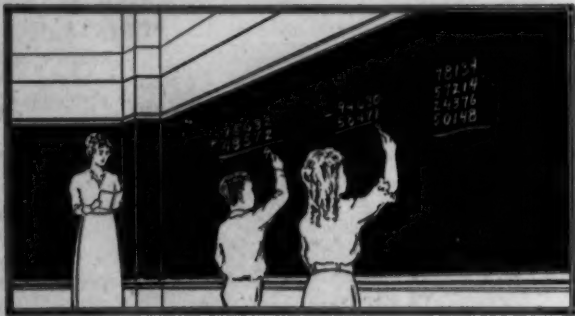
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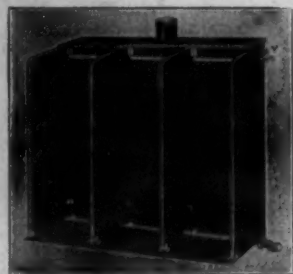
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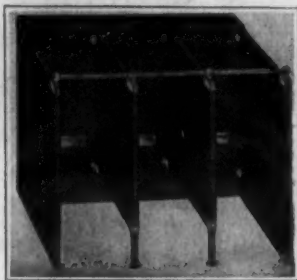
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School District Property.

The Ohio general code, § 7625, vests in a board of education authority to determine the needs of the school district for the proper accommodation of its schools.—*Brannon v. Board of Education of Tiro Consol. School Dist. of Crawford County, 124 N. E. 235, Ohio.*

Where a special bond election is held in a municipal school district without notice as required by statute, and a full participation of the voters does not appear, bonds issued are invalid where they have not passed to innocent purchasers, and a successful bidder at the sale cannot be required to accept and pay for them.—*Aldrich v. Gallup State Bank, 182 P. 863, N. Mex.*

A city may levy a school tax upon lands lying without the municipal limits but within a city school district.—*Wible v. City of Bakersfield, 183 P. 291, Cal. App.*

An ordinance requiring a tax to be levied for school purposes on all taxable property within the city, etc., includes land within a city school district but outside the city limits in view of the Pol. code, § 1576, providing that territory outside the city shall be deemed a part of the city for the purpose of levying school taxes.—*Wible v. City of Bakersfield, 183 P. 291, Cal. App.*

Taxability of personal property within a school district does not depend upon its nearness to or remoteness from a schoolhouse.—*Lebo v. Griffith, 173 N. W. 840, S. D.*

The Alabama special school tax amendment, constitution, art. 19, adopted in 1916, authorizing a county to levy a three-mill tax for educational purposes, provides for levy of such a tax by the several school districts, but only in such counties as are levying and collecting not less than a three-mill special county school tax, and where the county's authority to levy was for ten years only, a district had no right to anticipate that the county would renew the levy beyond such time and vote a district levy for 25 years.—*Goodwin v. City of Birmingham, 82 So. 524, Ala.*

Where a school district could have made a valid three-mill tax levy for ten years, but made a levy for 25 years, which was invalid, the court cannot declare such levy valid for ten years and invalid for the remaining fifteen years, as that would fasten upon the district an entirely dif-

ferent proposition from that submitted to and adopted by voters.—*Goodwin v. City of Birmingham, 82 So. 524, Ala.*

The fact that a defendant in an action by a county treasurer to enforce collection of delinquent personal property taxes is living on a portion of a school district located on unceded Indian lands, shows to some extent that that portion of the school district is occupied by whites, and, in the absence of anything to the contrary, raises the presumption that school facilities are necessary.—*Lebo v. Griffith, 173 N. W. 840, S. D.*

A court cannot control the discretion vested in a board of education by statute, or substitute its judgment for judgment of such board on any question it is authorized by law to determine.—*Brannon v. Board of Education of Tiro Consol. School Dist. of Crawford County, 124 N. E. 235, Ohio.*

A court will not restrain a board of education from carrying into effect its determination of any question within its discretion, except for an abuse of discretion or for fraud or collusion of the board in the exercise of its statutory authority.—*Brannon v. Board of Education of Tiro Consol. School Dist. of Crawford County, 124 N. E. 235, Ohio.*

Pupils.

An order by a county board of health, requiring school officers to exclude from the schools children affected or suspected of being affected with trachoma, is held reasonable.—*Martin v. Craig, 173 N. W. 787, N. D.*

Where qualified physicians disagree on the diagnosis of a disease of particular persons, the health authorities and school board whose duty it is to execute the orders of the board of health may act on the opinion of their own competent experts in determining whether to exclude such certain persons from attendance at schools.—*Martin v. Craig, 173 N. W. 787, N. D.*

AMONG BOARDS OF EDUCATION.

The school board of Waco, Tex., has upheld the superintendent in his efforts to discipline about three hundred high school students who absented themselves on Armistice Day, November 11th. All students who remained away must sign a statement of apology and agree to abide by the rules

and regulations of the board so long as they continue in the school. It has been ordered that all be deprived of exemption from examination, that the two-weeks' vacation of the seniors be reduced to one week and that the day lost be made up after school hours each day.

The Philadelphia board of education has officially recognized the Home and School League as a public school agency. The League has for many years acted as the chief advocate for the establishment of social centers in schools, the extension of vocational training and the promotion of other modern school policies.

The school board of Fremont, O., has renamed all the school buildings in accordance with its policy to properly recognize the work of great educators, pioneers and statesmen.

Dayton, O., has taken advantage of the state law of 1914 providing for the election of a small board of seven members. Dayton is the last of the Ohio cities to dispose of its large school board.

The New York board of education has denied a request for permission to collect funds from school children. The money was to be used in the establishment of a dental clinic.

Newburyport, Mass. The board has adopted a rule providing that high school boys may not smoke on the way to and from school. The principal is given discretion in maintaining discipline.

Washington, D. C. A bill prepared by the citizens' committee for submission to Congress, provides for an elective school board. The bill in amended form, provides that illiterates may vote and gives residents of the city the right to vote by mail. The first election, under the law, will fall in November, 1920.

The school budget of \$3,272,000 for 1920 was recently presented to the taxpayers and school patrons of Portland, Ore., for criticism and suggestions. The salaries of principals and teachers form the biggest item in the school expenses.

The school board of Portland, Ore., has included in its budget the sum of \$3,000 to cover the traveling expenses of the directors and other representatives who attend conventions and school meetings. The members take the position that such a fund is legal and have, therefore, ordered that it be provided.

(Concluded on Page 60)

During the six hours a day when you think your child is safe in school—is this liable to happen?



Never mind how the fire started !

WHILE they were rescuing this little girl from the burning schoolhouse, Dick Sheldon was killed and six other children were badly hurt in the crush. Thousands of people discussed the fire that night and for days afterward.

"How do you suppose the fire started?" "Who could POSSIBLY have started such a fire?" "How could a fire start in THAT part of the building?"—that's the sort of prattle one heard everywhere.

Did any of them exclaim, "It's a crime for children to be exposed in a building like that?"

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Only the Fire Chief talked SENSE. "Fires break out where and when you least expect them to. There's only one sure way to prevent this sort of a horror and that's to drown the fire before it can get a start. I wasted my breath two years ago explaining that to the Board, but I guess they'll listen now and put in automatic sprinklers when they build the new school."

If you think chances of fires starting in your public buildings are small, ask your own Fire Chief. Electric wiring MAY be defective; something MAY go wrong with the heating system; careless boys MAY carry matches; spontaneous combustions MAY occur.

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Empire Seating Company
ROCHESTER, N. Y.

The "Empire" Movable *and* Adjustable Chair Desk

Permits a Flexibility of Arrangement Almost Unlimited

Adjustments are strong but very simple in construction, easy to operate, nothing to get out of order — no wrench needed.



Adaptability to the greatest variety of class uses makes its installation essential to efficient and progressive teaching.



The Study Period

Note the comfort of pupils at work.



The Spelling Class

One half at work at blackboard, the other half busy with regular work.



The Story Period

Class with desk-top removed, closely grouped, showing room used as auditorium.



Socialized Recitation

Children in circle with teacher in center making a harmonious family group.



Spelling Down

Note how easy pupils get out of desk by means of lifting desk-top. Space between desks unnecessary.

Calisthenics

Empire Chair Desks are easily moved to the walls of the class room for the daily exercise.

The Empire Chair Desk is made in six sizes to fit the various grades and has five adjustments so that each pupil may be individually fitted

Empire Seating Company

ROCHESTER, N. Y.



Winter a Dangerous Time in Schools

When zero weather comes and heating systems are forced the most dangerous period for school fires arrives and the time when you and your teachers realize keenly the lack of adequate fire alarm protection.

There is no excuse for jeopardizing the lives of your school children under hazardous conditions when an efficient Standard Fire Alarm System can be installed at moderate cost.

Standard Electric Fire Alarm Systems can be arranged to operate from break glass stations or push buttons, or merely from one station in the principal's office. They furnish a distinctive alarm signal by which the children, regularly drilled can pass out of the building without panic. They can be readily adapted to all types of buildings.

Do not take chances. It is not too late to install a Standard Fire Alarm System. WRITE today for further information and prices.

THE STANDARD ELECTRIC TIME CO. SPRINGFIELD, MASS.

Manufacturers of complete time systems for schools, including fire alarm, program clocks, battery equipment, etc.

BRANCHES:

261 Franklin St. Boston, Mass. 50 Church St. New York 461 Market Street San Francisco, Calif. 1361 Monadnock Bldg. Chicago 752 Brown-Marx Bldg. Birmingham, Ala. 421 New 1st Nat. Bank Bldg. Columbus, Ohio Essex Bldg. Minneapolis, Minn.

(Concluded from Page 56)

Eleven of the thirteen janitors in the public schools of Racine, Wis., went on strike recently when the board failed to grant their demands for increases of twenty per cent and pay for additional help. An increase of ten per cent had been given by the board.

Mr. Simon Gratz, member of the board of education of Philadelphia, was the guest of honor recently at a testimonial reception in celebration of the fiftieth anniversary of his connection with the city schools. At the reception were the members of the board of education and a number of representative organizations directly connected with the schools. Addresses were made by Dr. C. A. Herrick of Girard College, Wm. Dick, secretary of the board of education and Mr. Dimmer Beeber, member of the board, who presented the congratulations of the teachers' and other educational organizations.

Mr. Gratz who is 80 years old, became president of the board in 1897 and has since declined the office. He has been chairman of the committee on normal schools since 1874.

Supt. M. A. Morse of Buhl, Minn., during the early part of the school term, was dismissed for political and personal motives. The action which was carried out in an autocratic manner and against the wishes of the patrons, was made possible because of a majority on the board who were opposed to Mr. Morse.

The board in taking the action, admitted that Supt. Morse was an efficient and capable educator but the four majority members were in favor of dropping him because he failed to cooperate with them. Just where Mr. Morse failed to cooperate does not appear to be quite clear but the board seems to think that personal and partisan motives are quite as important to school efficiency as actual professional and business qualifications.

The board has appointed Mr. E. L. May as General Supervisor of the Buhl schools pending the appointment of a superintendent.

The school board of Darby, Pa., has instituted "open house" evenings in the schools, permitting the school patrons to see classes in actual operation.

The classes open at seven o'clock and close at ten o'clock and a program as nearly typical of daily conditions as possible is carried out. During the auditorium period, the superintendent makes a brief explanation of school plans for the ensuing year, as far as these are of interest to the parents. Pupils and teachers are excused from attendance on the day following open house.

The sessions have met with popularity and enthusiasm on the part of parents and pupils.

The New York City board of education has adopted a policy not to consider charges against school officials unless they are presented in writing and signed by a responsible person. The matter came to a head following a letter from the president of the teachers' union charging that one of the associate superintendents was guilty of unprofessional conduct. It was the opinion that persons who make complaints should not hide behind an organization but should make the charges in person and hold themselves responsible for the same. Failure to comply with the order makes the complainant also open to charges of unprofessional conduct.

The New York City board of education has granted permission for the placing of memorial tablets in the Erasmus Hall High School, and Public School 188, Manhattan, in honor of pupils of these schools who made the supreme sacrifice in the world war. Students of the Jamaica High School have been allowed to contribute to a memorial to be erected to soldiers of the town.

School children of Massachusetts who leave school to go to work come under a new state law which went into effect in October and which calls for a more adequate education before the child may take such a step. Under the old law, a child might leave school after his 14th birthday provided he had completed the 4B grade.

Under the present law, the child in addition to having passed his 14th birthday, must also have completed the work of the 6A grade before he may leave school. After the 16th birthday, he may leave any grade, but if he has not reached the 6A grade, it is compulsory for him to attend night school.

The grade teachers of Stevens Point, Wis., have organized to fight the high cost of living. The organization will consider the question of salaries,

educational interests and social activities of teachers. The board will be asked to grant increased salaries retroactive to September first.

The teachers' union of New York City has adopted a legislative program calling for an elective paid board of education; a trial board of seven, three to be selected by the board, and three from teachers' organizations in the city, and the seventh to be chosen by the other six; the payment of salary to a suspended teacher until tried and proved guilty, and the appeal of cases to the court rather than the state commissioner of education. It is provided that a teacher may be suspended only on definite charges.

The advisory council of teachers at St. Joseph, Mo., in refutation of a rumor that the teaching force is tending toward radicalism, has decided not to go on record for or against unionism. The council has adopted a resolution in which it tenders a vote of confidence in the school board and the superintendent, expresses appreciation for favors rendered and offers to cooperate in a spirit of friendliness in matters pertaining to the improvement of the teaching profession and the teachers individually. The council urged that moderation and fair play be used in all professional dealings.

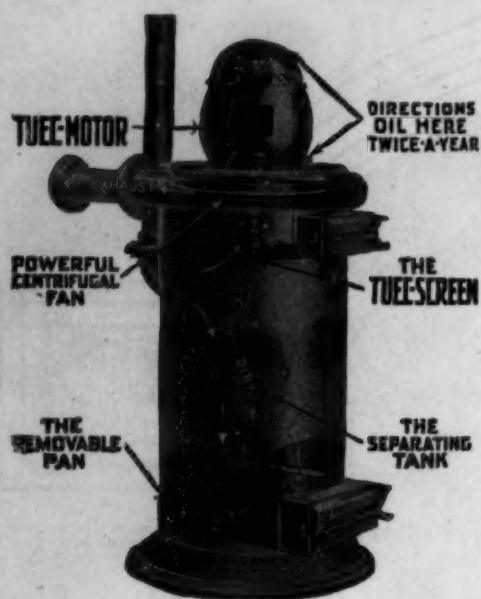
Dr. M. S. Champion, Director of the Division of Hygiene of the Massachusetts Department of Health, in discussing the unifying of the laws for the administration of medical inspection systems in the cities and towns of the Bay State, points to the fact that physical inspection of school children is in numerous instances inefficient. Dr. Champion declares that proper legislation must be enacted if we are to have efficiency in this direction. The present law has been found to have two striking defects, namely, there is no provision in it for school nurses and there is no uniformity in the way the details are to be administered in the three hundred or more cities and towns.

The board of education of Litchfield, Ill., has taken out accident insurance policies for the teachers, the superintendent of schools, the secretary, truant officer and janitors. The action was taken following an accident a year ago, when a defective scaffold fell.



Man-power! The sturdiest brawn, like the keenest brain, is limited by the tools it uses. You couldn't be in five thousand different places tomorrow. Yet, by the use of the right tool, you can send your thought there—in fine form—at small cost. The Mimeograph will do that work for you *in an hour*. It duplicates letters, forms, blanks, drawings, etc., quicker than that work can be done by other means. No type to set—first copies ready within a few minutes—with many thousands rapidly delivered from a single stencil. Clear work, cleanly done! Just as good muscles do infinitely more when equipped with high-power tools, so do good minds widen the areas of their forces by the use of the Mimeograph. Let us show you what it has done in educational and industrial institutions throughout the world. Ask for booklet "A" from A. B. Dick Company, Chicago—and New York.





SIMPLICITY

OF DESIGN, CONSTRUCTION AND OPERATION
EXPLAINS THE POPULARITY OF THE

TUEC Stationary Vacuum Cleaner FOR SCHOOL CLEANING.

The TUEC requires no repairs or attention beyond oiling two or three times a year and emptying of the removable dust pan when it becomes filled, as you empty the ash pan of a coal range.

The TUEC costs less to operate by half than any other cleaner ever built, is fool-proof, trouble-proof and wear-proof.

All piping used as a part of the TUEC system is designed by experts expressly for its purpose.

TUEC School cleaning tools also are scientifically designed to fit every need in cleaning work of this character and afford the custodians cleaning apparatus for bare floors, erasers, black-board troughs, rugs, walls and ceilings.

TUEC hose is light, strong, flexible and of ample size to insure free passage of the air and dirt.

If the choice of a vacuum cleaning plant for your school is being considered, do not fail to write for a copy of the bulletin, "The Tuec in the School."

THE UNITED ELECTRIC COMPANY

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CANTON, OHIO



COMPLETES SURVEY OF SCHOOL BUILDINGS.

The school buildings of the city of Dickinson, N. D., were surveyed during the month of November by Mr. S. A. Challman, state inspector of school buildings and sanitation for Minnesota. Mr. Challman made a study of existing buildings in the city and of the probable growth and future classroom needs. As a result of the survey he made the following recommendations:

1. That a grade building be erected in the eastern part of the city to provide for approximately two hundred children. I have recommended that a kindergarten room be provided in this building.
2. That the two rooms on the third floor of the present grade building be abandoned, as soon as the new building has been completed, owing to the fact that these rooms are not properly lighted or ventilated and are unsafe in case of fire.
3. That rooms vacated in the grade building, after the new building has been erected, be used for high school purposes.
4. That a grade building for approximately one hundred fifty children be erected in the southern part of the city.
5. That the present site of one block, where the Central building now stands, be ultimately used for high school purposes only.
6. That a grade building be erected on a site immediately adjoining the present high school of which site the school district already owns a portion.

BUILDING AND FINANCE.

The school board of Seattle, Wash., has completed the erection of 85 temporary school buildings. This makes a total of 165 small structures now in use for overflow classes. The board has included in its permanent building program, plans for the erection of eleven new units which are to be completed in the near future.

Newport News, Va. The board of education has anticipated a financial crisis and has taken steps to overcome it. A request has been made of the city council for a bond issue of \$1,000,000 to provide funds for the building of a high school and for the extension of the school facilities.

Portland, Ore. The board has adopted a budget of \$3,272,000 for the year 1919-20.

Detroit, Mich. A new building program outlined by the board provides for an expenditure of \$20,000,000, leaving a margin of \$7,186,900 in the schools' bond limit. The program is intended to provide a number of much needed buildings and to cover the needs of the schools for the next five years.

The school board of Council Bluffs, Ia., has adopted a building program which is conservative in character. The outline of the program is based on statistics showing the growth in enrollment and the present rate of increase of school population.

The board of education of Omaha, Neb., has adopted a report of a special committee appointed to study fire insurance. The recommendations of the committee provide for a general form of policy for all insurance; the writing of specific insurance on contents at fifty per cent of their value; the writing of insurance to run in three-year periods, with one-third of the premiums falling due each year; the renewal or re-writing of present policies on an eighty per cent co-insurance general form basis, and the appointment of a committee to determine the value of the building contents. It has been decided to bind \$165,000 additional insurance on the school buildings and to distribute the amount between the several local agencies.

A total of \$1,500,000 has been placed at the disposal of the schools in Jefferson County, Ala. Of this amount, \$800,000 will be given to the city schools of Birmingham, and the balance to the

schools of Bessemer and the county of Jefferson.

The school board of Detroit, Mich., has ordered that the name, Theodore Roosevelt School, be changed to the H. Jane Cooper School. The name Theodore Roosevelt is to be given to the recreation field to be established in the vicinity of LaSalle Gardens.

The city council of Detroit has been asked to appoint a committee to inquire into the necessity of the different items of the school budget for 1920. The committee will study the budget estimates proposed by the supervising engineer and the supervisor of property which involve an approximate expenditure of \$600,000.

The finance committee of the Philadelphia school board has adopted the budget statement of the school controller providing for a budget of \$13,479,109 for the year 1920. The present budget exceeds that of last year by \$2,000,000 and makes necessary the levying of the full school tax of seven mills provided under the enabling act.

Des Moines, N. Mex., will erect a new school early in the spring. The town is only ten years old and the school population has outgrown the present school building plant. The high school which was built two years ago has been found too small for school purposes and an addition will be erected in the near future.

The proceeds of the bond issue of \$4,975,000 at Oakland, Cal., will be used for the carrying out of a complete building program. It is planned to erect three high schools, four junior high schools and units of three, and five elementary schools, and to provide a number of additions for existing structures.

Grand Rapids, Mich. The school board has asked for bids on \$420,000 in school bonds. The proceeds of the bonds are to be devoted to the purchase of school sites and the construction of school buildings for the city.

The court recently granted permission to the taxpayers of Rector, Ark., to raise the school tax levy from twelve to twenty mills. Altho the limit of twelve mills had been fixed by constitutional amendment, the tax was carried without a dissenting vote.

Freeport, Ill. The taxpayers have voted a bond

(Concluded on Page 64)

What the Great Northwest Thinks of Our "Casmire Process"

• VANCOUVER, B.C.

INTERNATIONAL BOUNDARY LINE

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★ TACOMA

★ SPOKANE

PACIFIC OCEAN

COLUMBIA RIVER

★ PORTLAND

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SNAKE RIVER

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TACOMA PUBLIC SCHOOLS

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FRED C. BERTO
Supt. of Properties and Buildings
Tacoma, Wash.

Oct. 30, 1919

National Wood Renovating Co.,
Kansas City, Mo.

Gentlemen:

We are very much pleased with the Casmire Process of cleaning school desks. It is by far the cheapest method that we have used. The bath is a surprise to a filthy desk and the results is a satisfaction to all. The Process does all that you claim and next year we expect to continue the good work.

Very truly yours,
Fred C. Berto
Superintendent of Properties.

FCB/MB

Board of Education

Administration Building
Fourth and Stevens St.

Spokane, Washington
November 10th, 1919.

The Board of Education at Spokane, Washington, bought eighty pounds of the Casmire Process, Paint and Varnish Remover, and used it to clean and renovate several hundred desks.

Yours truly,
Ed Thomas
Secretary
By *W. Markes*

SCHOOL DISTRICT No. 1
PORTLAND, OREGON

PURCHASING AGENT
301 Court House
Oct. 23, 1919

National Wood Renovating Co.,
319 E 8th St.,
Kansas City, Mo.

Gentlemen:

We have used your "Casmire Process" in cleaning school desks this summer and found it satisfactory; it has done all that you claim for it. We expect to use it the coming summer.

Yours truly,
SCHOOL DISTRICT NO. 1, MULTNOMAH COUNTY, OREGON
By *W. C. Palmer*
Purchasing Agent

WLP:G

What We Claim and Guarantee

WE GUARANTEE our Casmire Process to remove all of the old paint, varnish and dirt from the entire school desk, without effecting the glued joints or desks in any manner, or the original enamel on the iron frames. The average cost of making a new desk from an old one, which includes the cost of all materials and labor, is approximately 60c to 75c per desk. Write for "Facts and Figures."

NATIONAL WOOD RENOVATING CO.,

Main Office and Factory { KANSAS CITY, MO.

Warehouses { LOS ANGELES, CALIF.
INDIANAPOLIS, IND.

Be Sure
to Get
This in
Your
Budget
for 1920



Save Eyesight and Current



Fig. 1



Fig. 2

The prisms embodied in Holophane Reflectors direct the light of the lamp where needed and prevent its shining into the eyes of pupils and teacher.

Fig. 1 shows the eye under improperly controlled, glaring light. Notice the strain resulting from the effort to see despite the extreme contraction of the pupil.

Fig. 2 shows the same eye under Holophane-controlled light. Notice the full open pupil, and the manifest relaxation of the whole eye.

For conservation of current and eyesight, specify Holophane. If your present lighting system is unsatisfactory, or if you are planning new school buildings or additions, write to our engineering department. We will advise you, submitting complete plans and blue prints if you wish, at no cost.

Write for a free copy of the non-technical treatise "Scientific Illumination for Schools."

Holophane Glass Company
Dept. H 15, 340 Madison Ave., New York City

(Concluded from Page 62)

issue of \$350,000 for the erection of a new high school. A 25-acre site has been selected which will contain space for the school gardens, agriculture ground, military drill field, playgrounds and athletic fields.

Omaha, Neb. The proceeds of the bond issue of \$4,500,000 are to be used for the erection of five junior high schools, two senior high schools and ten elementary schools. A nine-acre site has been obtained for a technical high school in the business section and a ten-acre site has been secured in another part of the city for a cosmopolitan high school.

The report on the survey of the school buildings and grounds of Delaware, conducted by Dr. G. D. Strayer, Dr. N. L. Engelhardt and Mr. Hart, has been issued at Wilmington. The report consists of two parts, namely, the general report on the buildings and grounds and the program for proposed consolidation of the districts of the state.

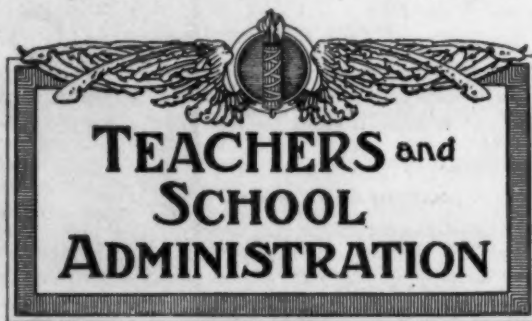
Prof. G. D. Strayer and Prof. N. L. Engelhardt have recently acted as educational advisors in the erection of new buildings at Utica, Medina and Bronxville, N. Y., Winston-Salem, N. C., Reynolds, N. C., Lawrence, L. I., and Claymont, Del.

Supt. R. E. Condon of Cincinnati has recently called the attention of the school principals and the public in general to a requirement of the board that works of art must have the approval of the art committee before they may be presented to the schools as gifts. The rule requires that the designs must be approved as well as the designation of the place where they are to be located. The warning became necessary because of a case where a committee of citizens had gone ahead with the preparation of the work without first obtaining the approval of the committee and the expense and work entailed were without result.

A law has been passed in Ohio which provides that an American flag, size 5x8 feet, shall be displayed at school buildings every day in which the schools are in session. In fair weather the flag is to be displayed from the flagstaff and in stormy weather it may be hung inside the building in a conspicuous place. A fine of \$100 is the penalty for failure to obey the law.

The crowning achievement of the school authorities of Winston-Salem, N. C., in connection with its building program, will be the erection of the Reynolds High School and the Reynolds Memorial Auditorium. The high school will be composed of a group of three buildings, one of which will be the academic building proper, the second the household arts and industrial arts building, and the third the auditorium which is to form the central building of the group.

The buildings and grounds surrounding the site, were made possible thru the generous gifts of Mrs. R. J. Reynolds and Mr. P. H. Hanes and the John W. Hanes estate. The total cost of the completed plant is expected to reach \$1,000,000.



TEACHERS AND ADMINISTRATION:

State Supt. W. E. Ranger of Rhode Island has declared teachers' strikes to be improper. Mr. Ranger holds that the obligations of teachers to public interests do not allow them to use methods invoked by those in private employment. He upholds the teachers in their requests for high salaries but points out that strikes, improper alliances and other methods of economic warfare will only result in disappointment and a betrayal of public interest.

The New York City board of education has dismissed Miss Sonia Ginsburg, a teacher, because of her membership in the Communist party. She is one of five teachers so affiliated.

The proposal to affiliate with the American Federation of Labor was opposed by the teachers in convention at the recent meeting of the Minne-

sota Educational Association. It was pointed out that affiliation carries with it an obligation to support the policies and plans of the group to which one is affiliated. The federation's offer of a charter guaranteeing complete autonomy was also criticized. The teachers adopted a resolution fixing the minimum salary for elementary teachers at \$1,000 and that of high school teachers at \$1,500.

Chicago, Ill. A movement has been begun by the teaching staff of the public schools to acquaint the public with conditions in the teaching profession. It is pointed out that the low salaries, increased cost of living and the tendency of teachers to seek other lines of employment have greatly reduced the number of regular teachers and exhausted the list of substitutes. In addition, there are more than 1,000 teachers holding temporary certificates, divided between those who have formerly taught and those without experience, and with little or no preparation for teaching. It is planned to offer higher salaries and to otherwise make the teaching profession attractive to a large number of applicants in order that the school system may be maintained without any lowering of standards.

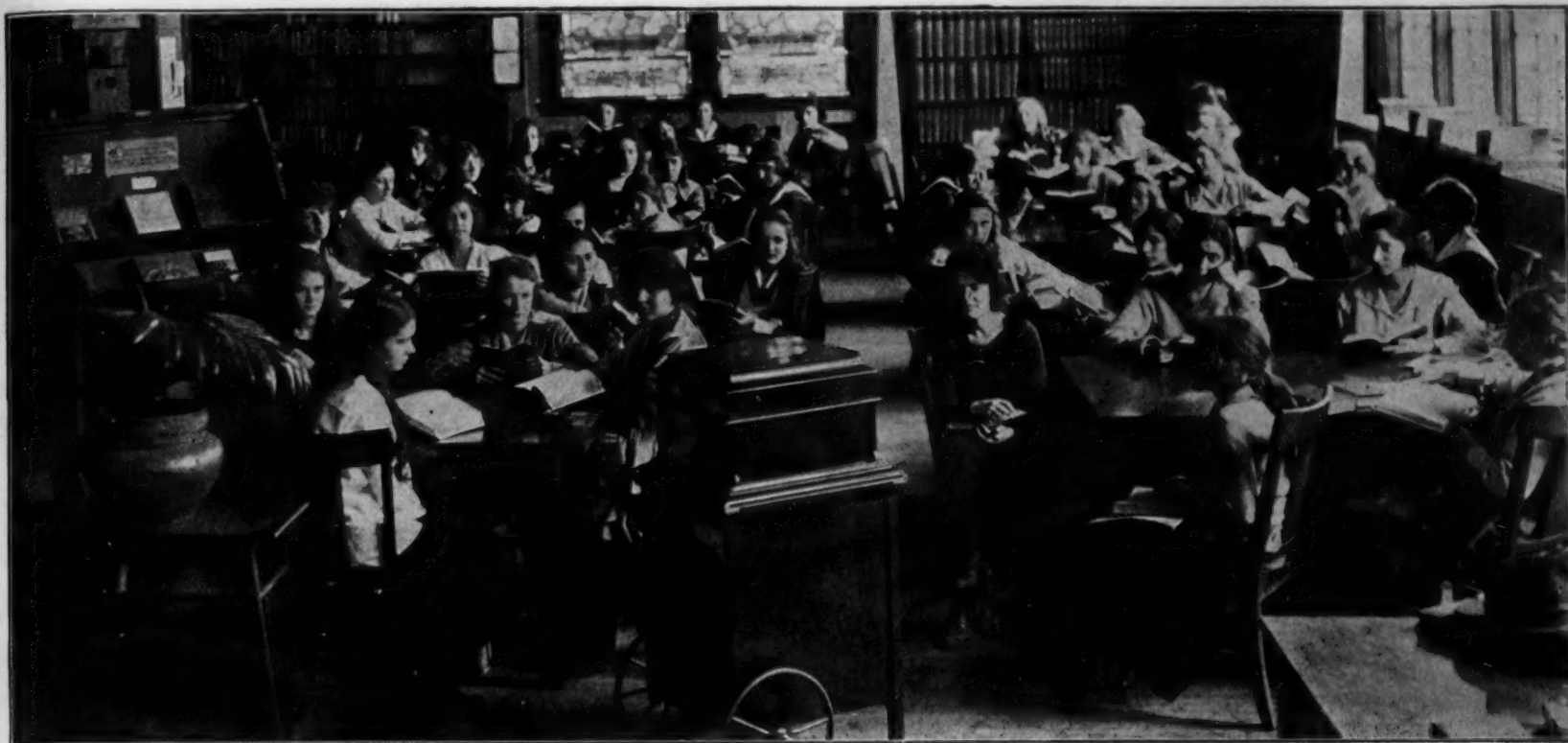
The Rhode Island Institute of Instruction, at its business session on November first, adopted a resolution directed against affiliation with agencies outside the law, or organizations whose weapons for the enforcement of demands for improvement include interference with the orderly and continuous procedure of education.

The Missouri teachers in convention at St. Louis, during the month of November, applauded speakers who opposed unionization. It was pointed out that teachers represent the people as a whole and may not properly align themselves with a special group. Better salaries and equality of educational chances thru the assumption of the cost by the state were recommended as a remedy for the situation.

Forty high school teachers at Kansas City, Kans., have organized and applied for a charter from the American Federation of Teachers. Better salaries, more independence and improved working conditions are sought.

Fifty teachers representing twelve counties in

(Concluded on Page 68)



Literature and Music

The COLUMBIA PLAN of Teaching True Appreciation of Literature

In music and literature there is more than correlation; there is identification of thought, feeling, subject matter, structure, and response. The message of literature and music is one—to preserve the spirit of youth, to arouse wholesome emotion, and to quicken the mind and spirit to joyous, complete living. Classroom study of literature may be clarified and vitalized thru music.

No teacher of English would neglect the opportunity of having his class listen to the music records of the songs of Burns, Longfellow, or Tennyson. Music is here fitted to poetry. But poetry is music.

Tell the pupils the story of Shakespeare's "Cymbeline." Describe the occasion that called forth that inspiring morning song, "Hark! Hark! the Lark!" What kind of bird is a Lark? What are its habits?

Any Columbia Dealer will gladly place a Grafonola and Pushmobile with a number of Educational Records in your School on trial, without cost or obligation to you, so that you may prove, to your own satisfaction, what great service Columbia material may be in your schools.

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Columbia Graphophone Company

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Who is Phoebus? Where is "heaven's gate?" Then play Columbia Record A5484, "Hark! Hark! the Lark!" piano solo by Godowsky. Forget the words. Note Schubert's employment of brilliant chords for "Hark! Hark!" Observe the musical grammar in the phrase corresponding with "To ope their golden eyes." Study the musical progression in the last three lines, "My lady sweet, arise, arise, arise!"

There is no element of poetry—type, rhythm, metre, rhyme, figure of speech, stanza form, or sentence structure that cannot find its identical counterpart in music.

What is true of Poetry is also true of the Drama and Fiction. There is the same element of organization of material and emotional appeal.

The booklet, "Literature and Music," is a complete treatise of the subject, relating all types and elements of Poetry, Drama, and Fiction to the corresponding form in music. It contains record and literature lists, exercises and a bibliography of helpful books and magazines. Send for free copy.



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Columbia School Grafonola
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Doors fitted with lock and key.
Seven shelves for records.
Reproducer, winding crank, and
turntable may be locked in push-
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Either Oak or Mahogany.



Safeguarding the Health of Ten

Sanitary lavatory equipment—that's one of the easiest ways to prevent the spread of disease among school children, for insanitary lavatories have proved to be most prolific distributors of disease germs.

And Northern Fibre Folded Towels are the very ultimate in cleanly towel service.

These towels are absolutely sanitary—made from only the best grade of spruce pulp in a factory that is a model of cleanliness. Delivered to the user fresh and germ-free—a clean towel for each pair of hands.

No Waste

Delivered one at a time from an attractive, white cabinet sufficient toweling is offered for each person, yet there is no possibility of waste—enough toweling but not too much.





Million American School Children

Northern Fibre Folded Towels are long-fibred and strong—they do not tear easily—they have a cloth-like consistency and are ideally absorbent. Neat, dainty and wholesomely clean they have come to be recognized as the only logical towel service for school lavatories. Incidentally they are surprisingly economical.

Give Them a Trial at Our Expense

Write on your business stationery and we will gladly send you, gratis, a neat package of twenty-five Northern Fibre Folded Towels. Only a trial can satisfactorily present all of the marked advantages of these new and "different" towels.

Sold only through legitimate trade channels.

NORTHERN PAPER MILLS, GREEN BAY, WISCONSIN

Also makers of Northern Fibre Tissue for lavatories.

Northern
TRADE MARK
FIBRE FOLDED TOWELS

A Modern School Should Have Modern Methods of Ash Removal

A FEW SCHOOL INSTALLATIONS

Young High School, Davenport, Ia.
Highland Park School, Detroit, Mich.
High School, Scranton, Pa.
High School, Covington, Ky.



THE antiquated method of four or five men removing ashes or rubbish by means of a rope and pulley or other ways, has no place in a modern school.

The old method is expensive, slow and unsanitary.

The modern method of removing ashes and rubbish with a G & G Telescopic

Hoist is economical, speedy and sanitary. One man can do the work of two—two the work of four—quicker and better than under the old methods.

Illustrating the Model A Hoist with Automatic Gear Shifting Brake Device and Silencer.

The
G&G
Telescopic Hoist
with Automatic Gear Shifting Brake
Device and Silencer

Don't you think you should investigate this modern way of removing ashes and rubbish?

The G & G is just as readily installed in old buildings as in new ones. Write us TODAY, telling us of the problem at your school; height of lift; quantity of ashes to be taken out; how often to be removed and whether cans are to be hoisted to sidewalk or high enough to dump directly into wagon alongside of hoistway. We will then tell you just which one of our ten models will suit your requirements or, if necessary, we will specially design a model for your particular use.

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Since 1866 we have specialized in the installation of steam power plants. These installations are in some of the largest buildings in the country, and they include school buildings, churches, railroad stations, bank buildings and warehouses. Inquiries to equip steam power plants in large schools anywhere in the United States and Canada, are as cordially invited as inquiries relating to G & G Hoists.

PLANTS

(Concluded from Page 64)

Washington have organized a state league of county teachers. The league has appointed an executive board and a committee to draft a constitution. The league has for its purpose the development of standards in general efficiency and a better understanding of the schools by the public so that all teachers may be assured a salary commensurate with efficiency and professional dignity.

Mr. T. F. McDonnell, counsel for the Providence Federation of Women Teachers, in a recent address to that body, warned the association against affiliation with outside agencies to secure better salaries. Mr. McDonnell pointed out that the association is splendidly managed and officered and he warned them not to allow any act which would forfeit the respect and confidence of the people.

The public schools of New York City are short about 2,000 substitutes daily and there is no supply available. The situation appears to be due to a reduction in the number of teachers and to resignations from the service. During the month of October alone, there were 213 resignations. The board is endeavoring to meet the situation thru increased compensation and regular examinations for licenses to teach.

MINNEAPOLIS COMPOSITE SCHOOL.

(Concluded from Page 49)

(6) By depressing the floor of the shower room on the first floor, a mezzanine duplicate shower room can be provided, thus giving separate shower rooms for both boys and girls.

(7) The space assigned in the plans to dental clinics may also be used for eye, ear, throat and nose clinics.

(8) There are no basement schoolrooms. Fireproof construction will allow additional floors to be built if desired. A three story all-above-ground building has no more stairs for children to climb than has a two-story-and-basement building.

TEACHERS' SALARIES

EVELETH SALARY SCHEDULE.

The school board of Eveleth, Minn., has adopted a salary schedule providing for a minimum of \$110 per month for grade teachers who are advanced normal graduates, \$130 for high school teachers with college certificates and \$140 for high school teachers with master's degrees. The schedule is as follows:

Preparation.	No Exp.	1 yr. Exp.	2 yrs. Exp.	3 yrs. Exp.	4 yrs. Exp.	5 yrs. Exp.	6 yrs. Exp.
2 years of Training beyond H. S. (Adv. Nor. Course)	110	115	120	125	130	135	140
3 years of Training beyond H. S. (Prof. or Tech. Course)	120	125	130	135	140	145	150
4 years of Training beyond H. S. (Bachelor's Degree)	130	135	140	145	150	155	160
5 years of Training beyond H. S. (Master's Degree)	140	145	150	155	160	165	170

TEACHERS' SALARIES.

Bloomfield, N. J. The school board has adopted a salary schedule which provides for minimum and maximum salaries for the several groups of teachers. The salaries are as follows:

Kindergarten and connecting class, minimum per year, \$800, yearly increase \$100; maximum per year, \$1,300; grades one-three, four-six, seven-eight, minimum, \$900; yearly increase, \$100; maximum, \$1,400, \$1,500, \$1,600, respectively; special (women), minimum, \$1,000; yearly increase, \$125; maximum, \$1,800; special (men), minimum,

\$1,000; yearly increase, \$125; maximum, \$2,000; high school (women), minimum, \$1,100; yearly increase, \$150; maximum, \$2,300; high school (men), minimum, \$1,200; yearly increase, \$150; maximum, \$2,600; grade principals, minimum, \$1,200; yearly increase, \$150; maximum, \$2,600; other principals, minimum, \$1,200; yearly increase, \$200; maximum, \$3,000.

Detroit, Mich. The teachers are included in a group of city employees to be given bonuses. The bonus is to be given to all employees receiving less than \$1,700 and varies from five to twenty per cent.

At a recent meeting of the Board of Education of Owatonna, Minn., the minimum grade salary was raised from \$765 to \$900, and the maximum from \$900 to \$1,000.

In the high school the minimum was raised from \$900 to \$1,050.

The highest salary in the high school at present is \$1,850. The superintendent's salary was increased to \$2,800.

The increases are retroactive from the beginning of the school year and the unpaid portion of the first two months' salary was given to the teachers.

The board of education of Milwaukee, Wis., has adopted a salary schedule for the Girls' and Boys' Trade Schools. The salaries are as follows:

Boys' Trade School—Class A, first year, \$2,280; second year, \$2,460; third year, 2,640, and fourth year, \$2,820. Class B, first year, \$1,110; second year, \$1,200; third year, \$1,290; fourth year, \$1,380; fifth year, \$1,560; sixth year, \$1,740; eighth year, \$2,100, and ninth year, \$2,280.

(Concluded on Page 71)

SCHOOL *The DeLuxe* SCALES

U. S. STANDARD WITH MEASURING DEVICE

Manufactured complete from foundry to finishing room (not assembled). Every scale bears the unqualified guarantee of Mason, Davis & Co.—Builders of U. S. Standard Scales Since 1863.

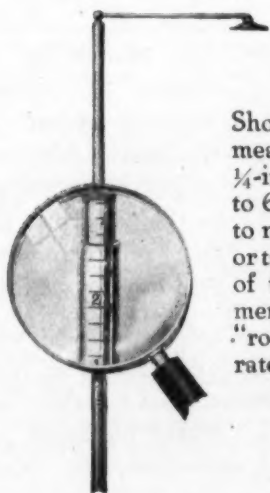
THE advanced method of coordinated physical and mental training finds a definite place in its educational program for this well-known, efficient weighing and measuring scale.

Because school administrators and teachers everywhere have come to realize that attention to the scholars' health is important at all times, progressive schools in city and country are installing the De Luxe as part of their scientific equipment.

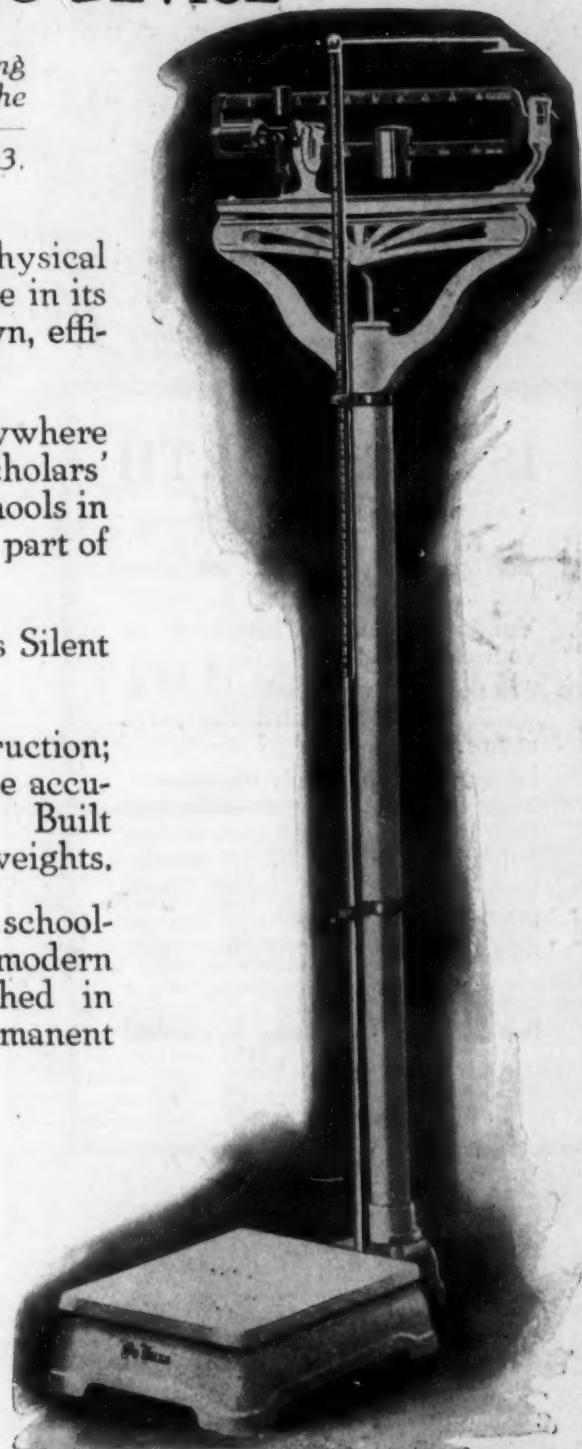
It has been rightly termed "The School-room's Silent Sentinel of Health."

A highly perfected scale; of simple construction; beautifully finished and equipped to determine accurately the weight and height of every pupil. Built compactly and of sturdy design with no loose weights.

The De Luxe is a genuine improvement for any school-room and is proving a distinctive feature in all modern schools. A practical, durable machine—finished in our special snow-white or silver-gray permanent enamel with nickeled trimmings.



Showing a "close-up" of the De Luxe measuring device, marked in legible $\frac{1}{4}$ -inch graduations from 2 feet 6 inches to 6 feet 6 inches, making it possible to measure accurately the smallest child or tallest adult. This distinctive feature of the De Luxe is a decided improvement over the old-fashioned measuring "rod" which would not permit of accurately measuring the very small child.



Capacity—300 lbs. by $\frac{1}{4}$ lb. Clearly marked nickeled beams (no loose suspended weights). Height over all 58 inches. Floor space, 24 in. x 13 in. Platform $13\frac{1}{2}$ in. x $10\frac{1}{2}$ in. (Rubber mat if desired). Handled by leading dealers everywhere. Descriptive matter and prices gladly sent on request.

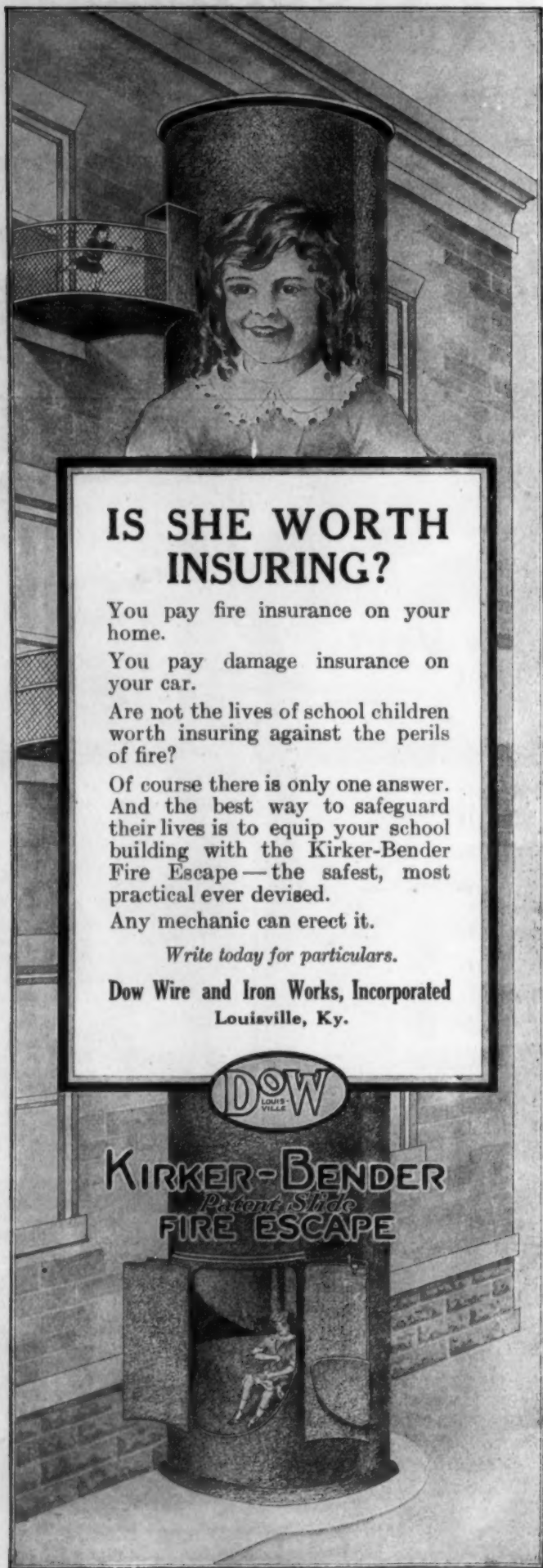
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The Faultless
INFANT WELFARE SCALE

Chicago Scale Co.
ESTABLISHED 1863
MASON, DAVIS & CO.

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CHICAGO

School officials will appreciate the guarantee of service behind every De Luxe scale, backed by the Mason, Davis long-standing reputation of more than 50 years.

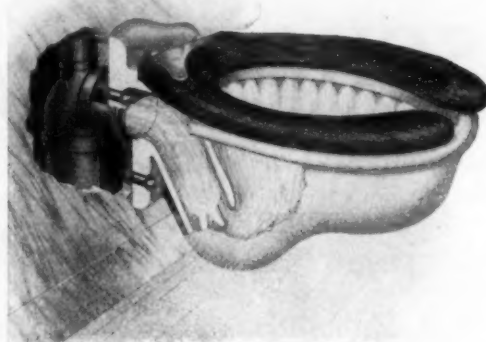
IS SHE WORTH INSURING?

You pay fire insurance on your home.
You pay damage insurance on your car.
Are not the lives of school children worth insuring against the perils of fire?
Of course there is only one answer. And the best way to safeguard their lives is to equip your school building with the Kirker-Bender Fire Escape—the safest, most practical ever devised.
Any mechanic can erect it.

Write today for particulars.

Dow Wire and Iron Works, Incorporated
Louisville, Ky.

KIRKER-BENDER
Patent Slide
FIRE ESCAPE



Watrous Sanitary Plumbing Fixtures For School Buildings

Buyers of school supplies and equipment, here is the ideal Plumbing Line. Economical, it uses only 2 or 3 gallons of water for perfect flush and refill. Efficient and sanitary, it represents the most advanced idea for safeguarding the health of the school children.

WATROUS
PATENT
PLUMBING
FIXTURES
AND
DUOJET
WATER CLOSET

Straight Passage— Doesn't Clog

By quick, positive action at the entrance of the trap (as shown in the illustration) the two Watrous converging jets instantaneously establish a continuous flush from start to finish. No waste water or delay in building up action, as in the old syphonic action.

Two Powerful Converging Jets

The Watrous Duojet Principle, aptly referred to as the "final word" in this branch of sanitary science, eliminates the downleg as an operative element. No crevices, ledges or zig-zag passages in the Watrous Closet to clog or form objectionable fouling surfaces.

The Watrous Line also includes Flushing Valves, Urinals, Drinking Fountains, Self-Closing Cocks, Liquid Soap Fixtures, etc. Every buyer of School Equipment should have the complete Watrous Catalog. It will be sent free on request.

THE IMPERIAL BRASS MFG. CO.

1215 W. Harrison Street, Chicago

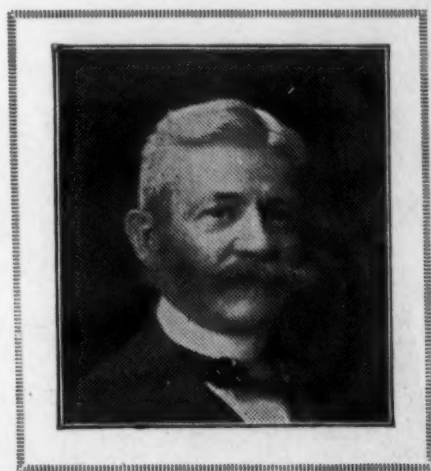
Exclusive Manufacturers of the Celebrated Watrous
Line of Sanitary Plumbing Fixtures

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That every book in your School Room has
A HOLDEN BOOK COVER

If only a part of your books have the protection of Holden Book Covers you have abundant evidence at hand to prove the necessity of protecting your books and the efficiency of Holden Covers.

If It Pays To Cover One Book
It Pays To Cover Every Book



Holden Book Covers

Are a strictly one-piece Cover, quickly and easily adjusted, requiring no cutting or paste, and they keep the book neat and clean. : : :

Holden Book Covers last longer than any other Book Cover and they make the book last longer, adding from 2 to 3 years to the life of the average book. : : : : : : :

HOLDEN PATENT BOOK COVER COMPANY

MILES C. HOLDEN, President

SPRINGFIELD, MASS.

(Concluded from Page 68)

Girls' Trade School—Class A, first year, \$2,075; second year, \$2,100; third year, \$2,250; fourth year, \$2,400, and fifth year, \$2,550. Class B, first year, \$1,500; second year, \$1,575; third year, \$1,650; fourth year, \$1,725; fifth year, \$1,800; sixth year, \$1,875; seventh year, \$1,950, and eighth year, \$2,025. Class C, first year, \$900; second year, \$960; third year, \$1,020; fourth year, \$1,080; fifth year, \$1,140; sixth year, \$1,200; seventh year, \$1,260, and eighth year, \$1,320.

Principals in the Boys' Trade School will be paid \$3,200 the first year, \$3,400 the second year, \$3,600 for the third year, \$3,800 the fourth year, \$4,000 the fifth year, and \$4,200 the sixth year.

Principals in the Girls' Trade School will receive \$2,800 the first year, \$3,000 the second year, \$3,200 the third year, \$3,400 the fourth year, \$3,600 the fifth year, and \$3,800 the sixth year.

NEW SALARY RULES.

Worcester, Mass. The school board has adopted the following rules to govern the salaries of teachers:

No increase in salary shall be granted in accordance with this schedule unless the service rendered has been satisfactory.

The salary of an assistant to a principal shall be determined by the number of units in his building not in excess of twenty. For this purpose each teacher shall be considered one unit, except an assistant to a teacher, a manual training teacher, and a cooking teacher, each of whom shall be considered one-half unit. An assistant to a principal shall receive in addition to his salary as a teacher \$10 for each unit in his building, except assistants to the principals at the Sever St., Winslow St., New Woodland and Woodland St. Schools; the assistants to the principals in these four schools shall receive \$20 for each unit in their respective buildings in addition to their salaries as teachers. When a principal is absent for a period longer than five successive school-days, the assistant to the principal shall be paid at the rate of double the amount per unit ordinarily received as assistant to the principal beginning at the expiration of the fifth day of absence.

The maximum salary of an elementary teacher

who has graduated from an approved college may, on recommendation of the superintendent, be fixed at a sum of \$100 in excess of the established maximum for the class. Experience in excess of four years may be taken into account in determining the beginning salary. One year's training in an approved college in addition to graduation from a standard normal school maintaining a two years' course or graduation from a normal school maintaining a three years' course may be accepted as one year's additional experience in determining the beginning salary in the elementary schools. A teacher on leave of absence for approved study or travel shall have such time counted in lieu of experience for a period not to exceed two years.

A teacher assigned part time in the grades and part time in the high school shall be paid in accordance with the respective schedules pro rata.

The salaries of high school teachers shall not be permanently fixed until the close of the first year's work; at the close of the second and subsequent years the salary shall be increased automatically according to the rules.

HYGIENE AND SANITATION.

Kingsport, Tenn. Physical and dental examinations of the school children were recently conducted. The examinations are part of a program having for its object the improvement of the health of children and making it possible for them to take advantage of the education provided.

Bridgeport, Conn. The school nurses of the division of school hygiene have undertaken the eye examinations formerly conducted by the teachers in the regular classrooms. The change was made in the interest of greater efficiency in this phase of the hygiene work.

Medical, dental and nutritional examinations of the children of the Model Rural School, Richmond, Ky., were recently conducted. The results showed a large percentage of diseased tonsils, nervousness, eye and ear defects and teeth defects. The examinations were conducted with the aid of a physician, a dentist, a dietician and an eye, nose and throat specialist.

Holyoke, Mass. The department of hygiene has been reorganized under two heads, one to act as director of physical education in the high school

and supervisor of gymnasium and swimming pool. The other will have charge of physical education and swimming in the grades, and will also serve as director of hygiene for the grades and high school.

Dental inspections of children were recently conducted in four schools at Cape Girardeau, Mo. The Washington School, with the highest rating, had 79 perfect mouths out of a total of 350 children examined.

A recent report of the school board of Dallas, Tex., shows that nineteen lunchrooms sold \$16,118.76 worth of food to the students. The board paid out about \$12,000 for supplies, in addition to several thousand dollars for salaries of employees.

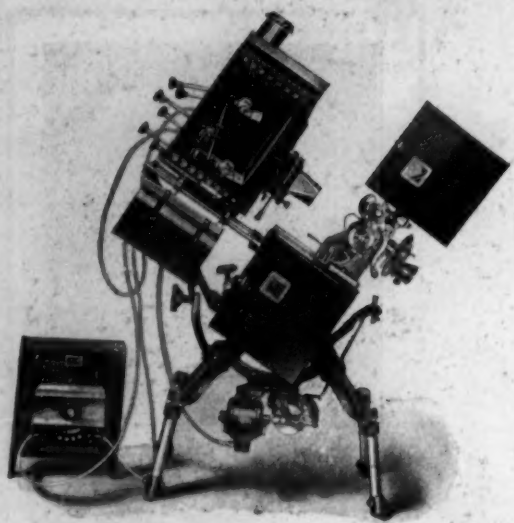
Dr. C. Ward Crampton has resigned as Director of Physical Training of the New York Schools to become Dean of the Normal School of Physical Education at Battle Creek, Mich. Dr. Crampton is also editor of the Physical Training Section of Good Health and investigator on blood pressure.

Dr. Albert K. Aldinger has been appointed Director of Physical Training for the New York City schools, to succeed Dr. C. Ward Crampton.

Child Labor Day is to be observed thruout the nation on Sunday, January 25th in churches; on Monday the 26th in schools; and on Saturday the 24th in the synagogs. The year 1919 marked the passage of the federal child labor law which places a ten per cent tax on the net profits of establishments employing children under 14 years of age in factories, mills, canneries and manufacturing establishments, of children under 16 in mines and quarries, and of children between 14 and 16 for more than eight hours a day, six days a week, or at night.

The Thirty-seventh Annual Meeting of the South Dakota Educational Association was held November 24-26, at Mitchell. The Associated School Boards Section also held a meeting in connection with the state teachers on the last two days of the convention.

A system of dental inspections has been carried out at Everett, Wash., in cooperation with the members of the Snohomish County Dental Society. The inspections were conducted at the respective school buildings as provided, and the clinics will be held at the regular school clinic room.



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If you contemplate including motion pictures in your work why not use the machine that reduces fire risk to a minimum.

Let us tell you about the other exclusive features of the Power's Projector that have made it a favorite for many years in the leading theatres, colleges, schools and churches of this country.

NICHOLAS POWER COMPANY

INCORPORATED

90 GOLD STREET, NEW YORK

Uniform Basic Requirements for Indianapolis Grade School Buildings

A Valuable Standard Adopted by School Board

The Board of School Commissioners of Indianapolis has completed its work of standardizing requirements for the construction of elementary school buildings in the city, a work which is expected to eliminate much confusion by giving architects and others interested definite data on which to act in preparing future plans for schools.

"While it is required that the building shall be dignified and architecturally correct," says the board, "expressing frankly its function, it should be clearly understood that no detail in the construction of hidden or minor parts is to be neglected, nor any sacrifice of essentials made in order that undue emphasis may be given to architectural embellishment or ornamentation. Reliance shall be placed more upon proportion, a careful selection and use of materials, and harmonious grouping of the several parts than upon minutiae or elaboration of detail for the desired results."

The rules adopted follow in full:

Drawings, Specifications and Estimates.

Preliminary Studies:

The Architect is to confer with the Superintendent of Schools and in conformity with the instructions and information thus received, he shall prepare and submit to the Building Committee such preliminary sketches at a uniform scale of $\frac{1}{4}$ of an inch to the foot, together with such reports as will acquaint the Committee with the arrangement, general design, construction, cubical contents, and percentage of areas of the building. Conferences with the Building Committee shall be of such frequency as will insure the preliminary work to proceed without unnecessary interruption and the Architect's sketches and reports shall be subject to revision from time to time until they are made acceptable to the Committee.

All preliminary material shall then be sub-

mitted to the Board, which may, in its discretion, either approve or refer the matter back to the Committee and the Architect for further study and revision. When the preliminary sketches, reports and estimates shall have been finally made satisfactory to the Board and are in such form as will enable the Board and the Architect to agree upon the design and maximum limit of cost as a general basis for the preparation of the working drawings and specifications then the Board's approval, together with copies of the final preliminary sketches, reports and estimates, shall be entered in the files of the Board as a matter of record.

Working Drawings and Specifications:

The Architect is to make upon the general basis of said final approved preliminary sketches and estimates, working drawings and specifications complete and in proper form to illustrate and explain all of the materials and details of construction of said building, exclusive of the heating, plumbing and wiring installations, and amply sufficient to permit any competent contractor or builder to estimate the construction cost of the building and to assure the actual carrying out of the work shown and described by said drawings and specifications. The specifications shall be issued in printed, mimeographed or type-written form, properly arranged and indexed.

If due to an unwarranted departure from the final approved preliminary sketches, or to a needlessly extravagant or elaborate interpretation thereof in the working drawings, the lowest responsible bid for doing the work exceeds the maximum limit cost agreed upon, then the Architect, if the Board so demands, is to restudy, and if necessary revise or redraw, without extra charge, any or all of said drawings and specifications.

The Architect shall, upon the completion and final acceptance of the working drawings and

specifications, deliver to the Board a complete set of blue prints on paper from the drawings and a complete set of the specifications. Copies of these drawings and specifications shall be made available in sufficient quantity to permit any bidder desiring to submit a proposal on the work to have a set, all releases of same to bidders to be made from the Architect's office.

After the contract for the building is awarded, the Architect shall deliver to the Board a set of the floor plans drawn to $\frac{1}{8}$ inch scale with black ink on tracing cloth, one plan on each sheet 16 inches by 24 inches in size. After the completion of the building and prior to the final payment to the Architect, he shall deliver to the Board for its permanent record a complete set of the drawings printed on cloth, on which any changes or additions made during the progress of the work on the building shall be clearly shown and described.

Heating, Plumbing, Ventilation and Wiring:

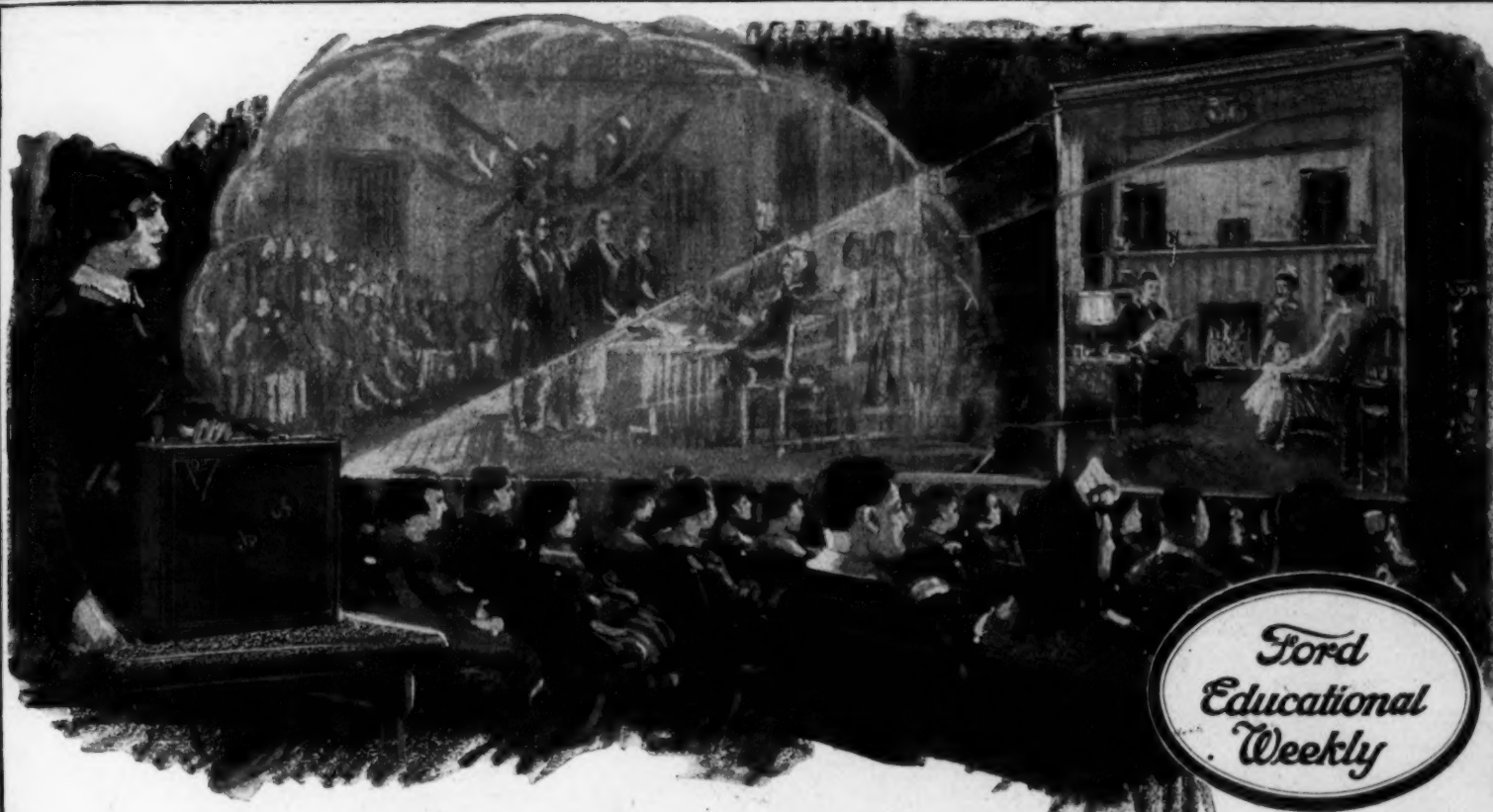
These installations will be laid out, specified and supervised by Engineers employed directly by the Board and this service is to be separate and distinct from that rendered by the Architect. In order that all branches of the work may be properly related, there shall be full cooperation between the Architect and the Engineers at all times. Conferences shall be held during the preliminary stages of the work to the end that proper provision shall be made in the Architect's drawings for the accommodation of the mechanical and sanitary installations contemplated by the Engineers and an exchange of drawings on which all data and information necessary to a clear understanding of the work of each shall be so timed as not to delay the work of either and to insure complete coordination of all branches of the work necessary to the completion of the building ready for occupancy.

Drawings Required:

The following working drawings are definitely required. Unless otherwise specifically mentioned, no drawing shall be made to a scale of less than $\frac{1}{8}$ inch to the foot.

A plot plan of the property drawn to a scale of $\frac{1}{4}$ inch to the foot showing the outlines of the

(Continued on Page 75)



"Americanization" —the Teacher's New Task

The hope of America lies in the prompt Americanization of the youth of the land. Can it be done—with the children of foreign-born parents running into the millions?

Yes—*It can, and it must!*

Visual Education and the motion pictures of the Ford Educational Weekly (with its many American films) seem providentially fitted to help in this critical juncture. Motion Pictures speak in all languages. Every mind in the world touches all other minds in the "movies." Translation is not needed. And a motion picture is so easy to show! Insert a film—press a button, and *life* is pulsating before the eyes of a school.

Signing of the Declaration of Independence on the wall helps. But *the thing itself* in a motion picture—not "words" or wall pictures—gets a story across to the mind of a pupil—no matter where born, or how old or how young, in *one-tenth of the time*, and with a *thousandfold dent* on his memory.

That "Americanization" means loyalty to home as well as to Country is a theme of the Ford Educational Weekly. The "Weekly" will put into the mind and heart of the pupil the *home life of the quality for which America stands*.

These films cover history, industry, science, home life and art. They are distributed by the **Goldwyn Distributing Corporation** from 22 leading cities. This reduces expressage to a minimum. Every loyal School-teacher should know what the Ford Educational Weekly really is. We want to tell you, and we want your helpful suggestions as to what new films we shall make.

So—please *read, sign* and *fill out* coupon below.

If your school has no projector, or a poor one, we will assist you to get in touch with the best projector made.

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Don't Have a Fire Tragedy on Your Conscience

School boards, county superintendents and principals shoulder a great responsibility: it is their duty to see that their schools are protected against fire. The lives of twenty million children are in their hands.

If your schools lack proper fire protection, you may have on your conscience a tragedy like the Peabody or Collinwood fires, where more than 100 children perished. A Pyrene one quart extinguisher should be in every room and a Guardene soda and acid extinguisher in every hallway. Fires put out at the start cannot spread and cause panic and death. The first five minutes are the vital five minutes. You can buy Pyrene and Guardene from dealers in your town.

PYRENE MANUFACTURING CO., 52 Vanderbilt Ave., New York

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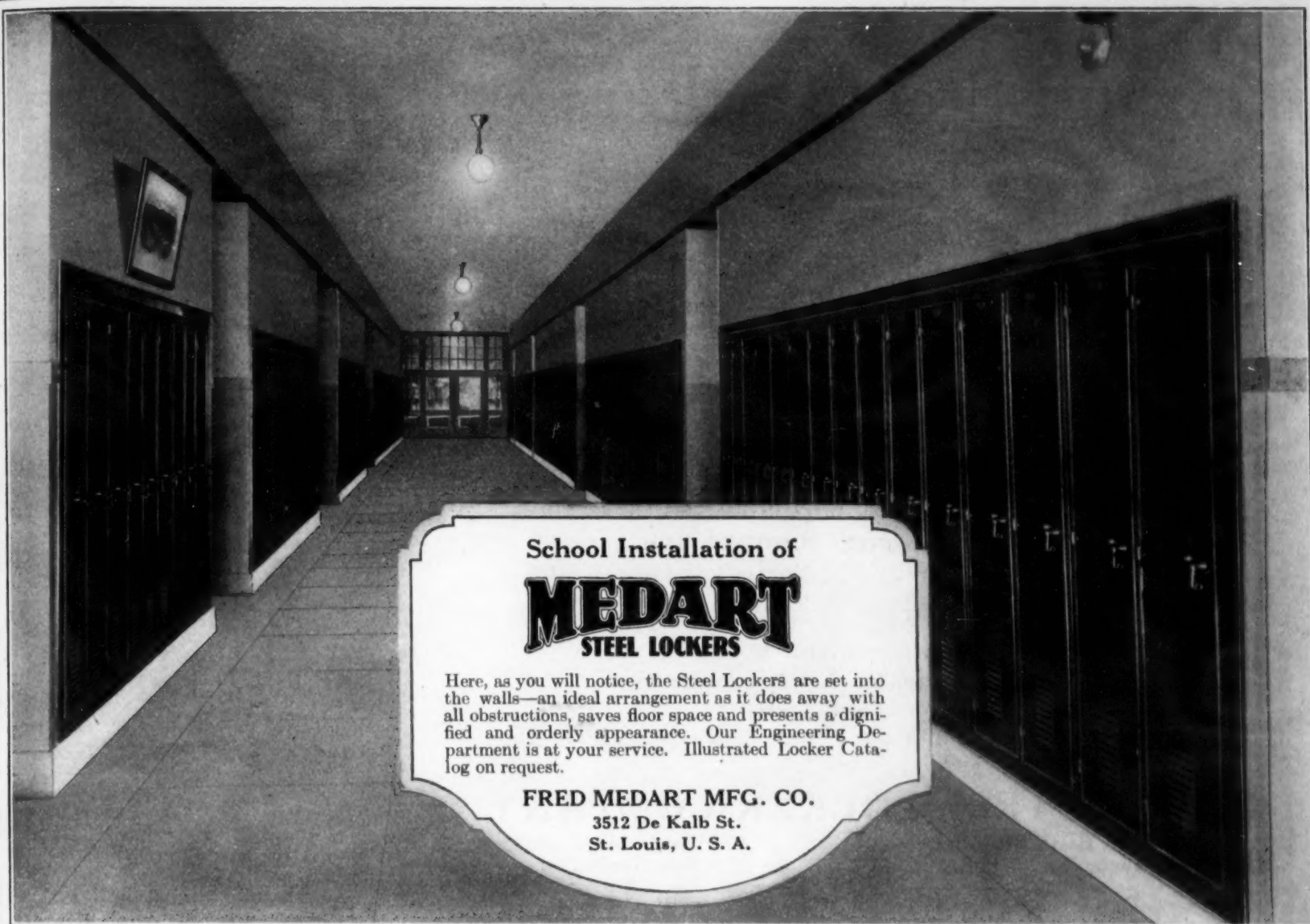


Pyrene One Quart
Pump Type Extinguisher

Write for catalog of other fire appliances or our booklet - Making Schools Safe From Fire, or we will be glad to send upon request a representative to look over your school buildings and consult with you upon their fire protection requirements.



Guardene 2 1/2 Gallon
Soda & Acid Extinguisher



School Installation of
MEDART
STEEL LOCKERS

Here, as you will notice, the Steel Lockers are set into the walls—an ideal arrangement as it does away with all obstructions, saves floor space and presents a dignified and orderly appearance. Our Engineering Department is at your service. Illustrated Locker Catalog on request.

FRED MEDART MFG. CO.
3512 De Kalb St.
St. Louis, U. S. A.

(Continued from Page 72)

building, boundary lines, walks, driveways, playgrounds, contours, levels, alterations in levels or contours, and such additional data as shall be necessary to illustrate the actual work contemplated on the premises.

A foundation and footing plan taken at a point below the ground floor level, with such cross-sections as will make clear all construction that would be concealed after the erection of the building.

A floor plan of each story taken at a level above the respective window sills, each floor plan to contain such details, sections, diagrams, schedules, etc., as shall be necessary to make clear all work shown thereon. Should other floor plans be required to clearly illustrate any special construction or mezzanine, they shall be prepared in addition to those above enumerated.

A complete roof plan.

Elevation drawings showing every part of the exterior of the building.

Cross and longitudinal sections, together with such additional fragmentary sections as may be necessary to clearly illustrate all portions not shown by aforesaid sections, including special drawings for all stairways.

A complete set of exterior and interior details drawn to a scale of not less than $\frac{3}{8}$ inches for elevation and 3 inches for structural sections.

Such supplementary full-size details, data, measurements, etc., within a reasonable time after the contract is awarded as shall be necessary or requested by the Contractor to insure proper execution of the work.

All figures and lettering on the drawings shall be clear and easily read. No notation shall be made with letters less than $\frac{3}{32}$ of an inch high.

Cubage:

The following rules shall be observed in figuring cubage of the buildings:

For a normal foundation, the measurements shall be taken from the several ground floor levels and every cubic foot of the entire building above elevation of these floors shall be measured, including stacks, pent houses, enclosing walls, steps, balconies, outside areas, etc. In case the building has parapet walls, the measurement shall in-

clude the cubage of the section of the parapet walls.

A normal foundation shall be taken as one that extends 30 inches or less below the ground floor levels.

A separate computation in cubic yards, classified as to excavation, concrete, etc., is to be made for all foundations below normal, as defined.

A separate computation is to be made in a lump sum to cover the landscaping, outside fences, drives, walks, paving, etc.

Percentage of Areas:

The Architect's report to the Board shall include an accurate computation in percentage of the space allotted to the various parts of the building, for which purpose the building shall be considered as composed of six main divisions as follows:

- (a) Instruction.
- (b) Administration.
- (c) Stairs and Corridors.
- (d) Accessories.
- (e) Ventilating Flues.
- (f) Construction.

In estimating the allotment of space to these respective divisions, the total of the entire areas of all floors included within the confines of the outside of the building walls and projections shall be considered as representing 100 per cent, to which the sum of all division areas shall correspond.

In the division "Instruction" shall be included all areas used for classrooms, household arts, manual training, library, assembly room and gymnasium.

In the division "Administration" shall be included all areas used for offices, rest rooms, health supervision, toilets, coat rooms, supply rooms, janitor's rooms, the heating and ventilating equipment, and fuel storage.

In the division "Stairs and Corridors" shall be included all areas required by traffic inside the building, figuring the area occupied by each stairway in each respective story in which same occurs.

In the division "Accessories" shall be included all areas used for lockers, showers, dressing rooms, play rooms, storage rooms, closets, unas-

signed spaces, etc., that do not have definite connection with either of the other main divisions.

In the division "Ventilating Flues" shall be included all floor areas in each story of the building required for the construction of the vertical ventilating flues. In estimating these areas, any fixed partition which is used for the back wall of a flue shall be figured as construction.

In the division "Construction" shall be included all areas required for the exterior walls and interior partitions in each story of the building.

Educational and Administrative Requirements.

Classrooms:

Each classroom shall be designed to accommodate a maximum capacity of 40 pupils and its net dimensions shall be such as will meet the minimum requirement of 225 cubic feet of space per pupil according to the Indiana Sanitary Schoolhouse Law. The floor dimensions "desired" are 23 ft. x 31 ft. 6 inches.

The number of classrooms in the building shall be designated by the Superintendent of Schools at the time the Architect is commissioned to begin his preliminary studies.

No classroom shall be located below the first story and each shall be lighted from windows placed in the outside wall on the long axis of the room, each group of windows to contain a free glass area of not less than one-sixth of the floor area with the glass 12 inches or less from the ceiling and not less than 48 inches from the floor.

Coat Rooms:

A coat room 4' 6" wide is "required" at one end of each classroom with an outside window and connection only with the classroom. Two doors are "required," the width of each to be 3' 4".

Wall rails for not less than 50 numbered coat and hat hooks shall be provided for each coat room, these to be spaced 8" on centers if in a single row and 9" on centers and staggered if in double rows.

A lavatory with hot and cold water is "desired" for each coat room.

Office:

A suite of rooms shall be provided for the principal consisting of a general office, a private office, toilet room and supply room. Entrance to

Durand Steel Lockers

Most of us remember, from our school days, the rows of hooks in the halls. Here hung clothing, wet with rain or snow; on the floor were strewn rubbers, books, lunch boxes.

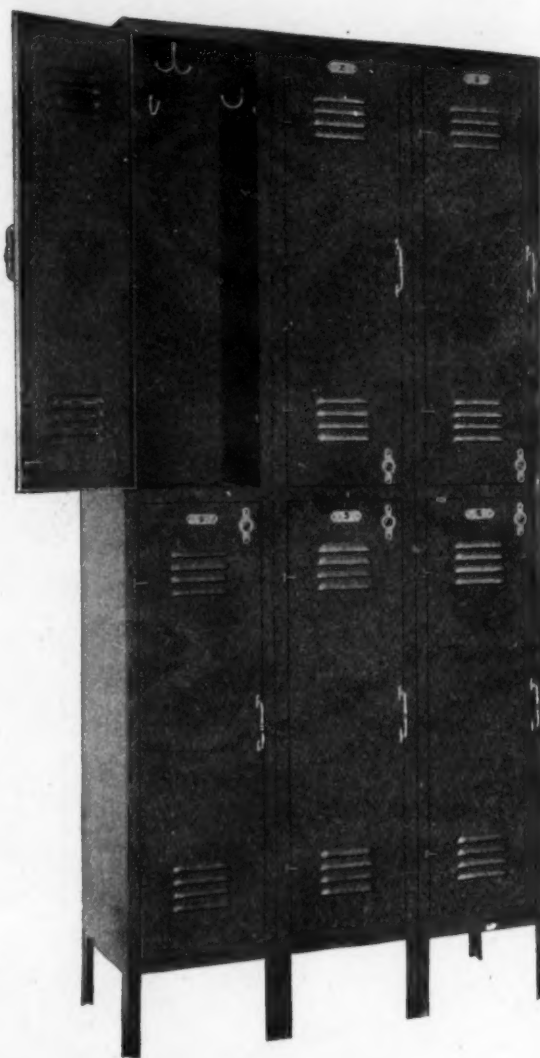
Such provision, or lack of provision, for the property of pupils is nowadays exceptional. In the same space can be installed Durand Steel Lockers—handsome, compact and sanitary.

The health of the pupils; the safety of their property neatness and discipline, are all promoted by the installation of Durand Steel Lockers.

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the general office shall be from the corridor and to the supply room from the general office. These rooms shall be closely related to each other in plan and their location should be in the first story near a main entrance in order that outsiders may have direct and easy access to the principal's office.

It is "desired" that the principal's office be so placed as to overlook the playgrounds if possible.

Rest Room:

A rest room for the use of teachers shall be located where most convenient either in the first or second story, with toilet room attached. The toilet room shall contain two water closets and two lavatories. Provision shall be made for a hot plate, a cupboard for china, and wall space sufficient for one 15-inch metal locker for each ultimate classroom teacher.

Household Arts:

Provision shall be made on the girls' side of the ground-floor story for instruction in the domestic sciences, the allotment of space to this department to be equal in area to approximately three classrooms, the rooms "required" and their approximate areas to be as per the following schedule:

1 Sewing Room	}	1 1/4 Units	}	3 Units
1 Wardrobe and Locker Room				
1 Fitting Room				
1 Demonstration Bed Room "desired"				
1 Lecture Room to seat 30 pupils at tablet arm chairs	}	1/2 Unit		
1 Domestic Science Labora- tory for 20 cooking units, with range flue				
1 Wardrobe and Locker Room	}	1 1/4 Units		
1 Pantry				
1 Demonstration Dining Room "desired"				

In this group, direct outside lighting need only be provided for the sewing, lecture, domestic

science and locker rooms; indirect and artificial lighting may be used for the remaining rooms. Fireplaces, real or imitation, are "desired" for the demonstration bed and dining rooms.

Manual Training:

Provision shall be made on the boys' side of the ground-floor story for instruction in manual training, the space allotment and arrangement to be similar to the household arts group, as per the following schedule:

1 Bench Room	}	1½ Units	}	
1 Storage Room				
1 Locker Room				
1 Lecture Room— to seat 30 pupils at tablet arm chairs	}	½ Unit		3 Units
1 Drafting Room				
1 Locker Room	}	1 Unit		
1 Storage Room				

Health Supervision:

A suite of rooms in the first or second story for physical examinations and first aid use is "required," a location near the school office being "desired." This suite shall consist of a waiting room with entrance from the corridor and connecting with a smaller examination room and a toilet room. In the toilet room a water closet and a lavatory are to be placed and in the examination room, a special sink.

Assembly Room and Gymnasium:

A combined assembly room and gymnasium with a floor area of not less than 2500 square feet shall be provided for every elementary school building of twelve or more classrooms, the size of this room to be so proportioned to the ultimate capacity of the building as will amply provide for seating at least 50 per cent of the pupils in movable chairs at a single session. Adequate stage with dressing rooms, moving picture booth, and storage space for chairs and gymnasium apparatus are "required" and seating space from which spectators may witness gymnasium activities is "desired."

Separate shower, toilet, locker and dressing

rooms for boys and girls connecting directly with the gymnasium are "required."

Direct exits to, and entrances from, the outside are "required" for this room, in addition to corresponding exits and entrances to and from the main building corridors. One of the functions of this room is to accommodate community gatherings and it should therefore be made easily accessible from the street and so arranged that it can be used independently of other parts of the building. Good vision lines and acoustic properties are "required" and special study and investigation thereof should be made by the Architect.

It should be remembered that in case the assembly room and gymnasium is not to be an integral part of the original building, its addition later shall be anticipated and it shall be so related to the building that its addition can be made without reconstruction thereof and to permit the building to be essentially complete in either form.

Library:

Space in the ground-floor story equal to not less than 1 1/4 classroom units shall be reserved for library purposes, to which direct access from the outside shall be provided in addition to easy access from all parts of the main building. Separate toilet facilities for each sex in connection with this room are "desired."

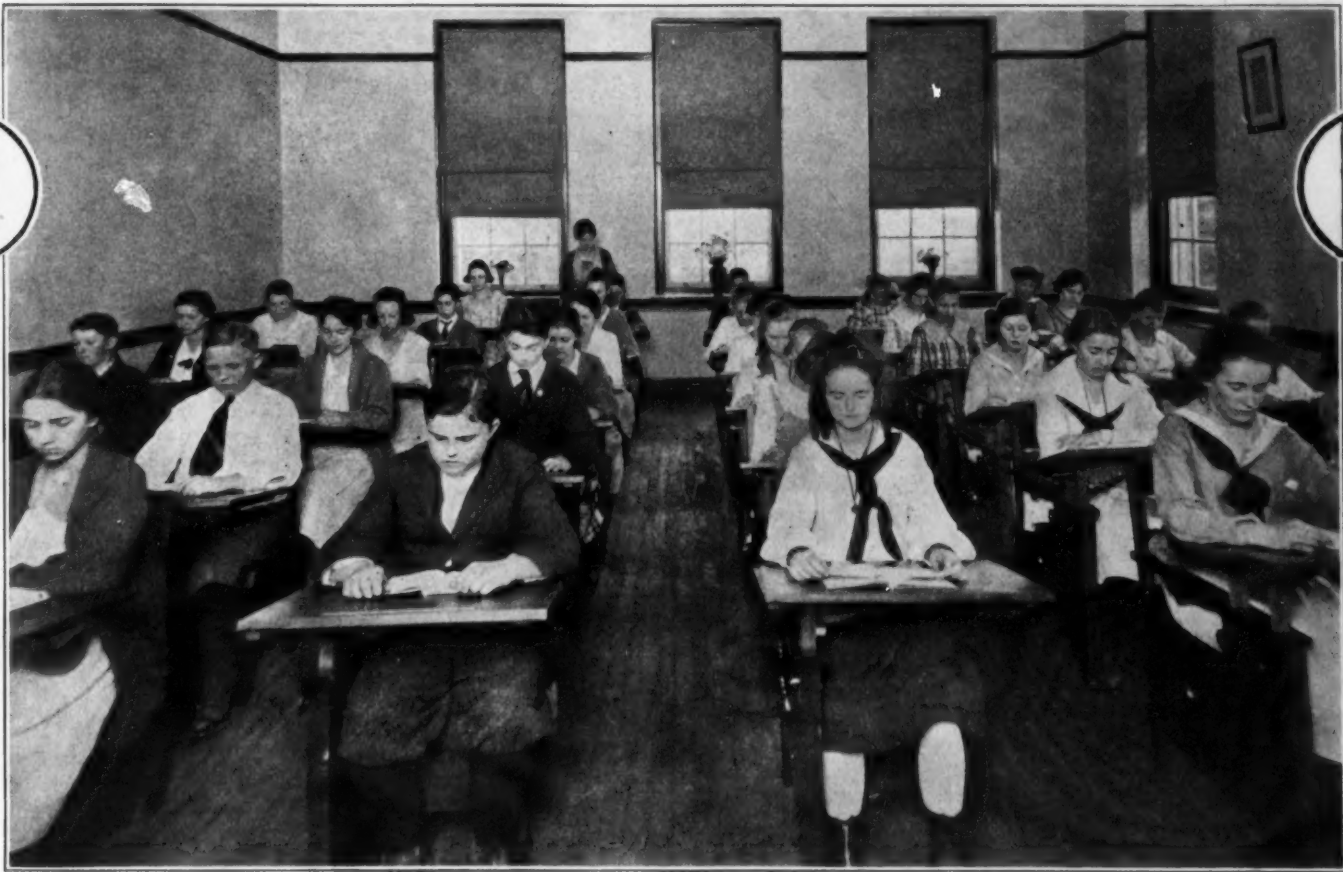
Toilet Rooms:

Toilet rooms for each sex are "required" on each floor of the building.

For girls, each toilet room above the ground story shall contain two water closets and one lavatory; for boys, one water closet, one urinal and one lavatory. In addition to these fixtures, a slop sink shall be installed in one toilet room on each floor or, in case these toilet rooms are not centrally located, a slop sink in each.

The main toilet rooms shall be located in the ground-floor story with particular reference to accessibility from the interior corridors and stairways and the outdoor playgrounds and complete segregation of the sexes. These rooms shall be well lighted and ventilated and of ample size

(Continued on Page 79)



How warm should a schoolroom be?

Sheep in the open, weather storms by forming a close circle and moving as one living mass. Foxes need more comfort and find it in holes. The savage gets protection from cold by slaying his hairy neighbors and burying himself in their skins.

How warm should the schoolroom be for a normal healthy child?

That's the big question in equipping school buildings where the growing child is obliged to spend from four to six hours daily during the school period. Scientists and health authorities have determined it—a uniform temperature of 68 degrees.

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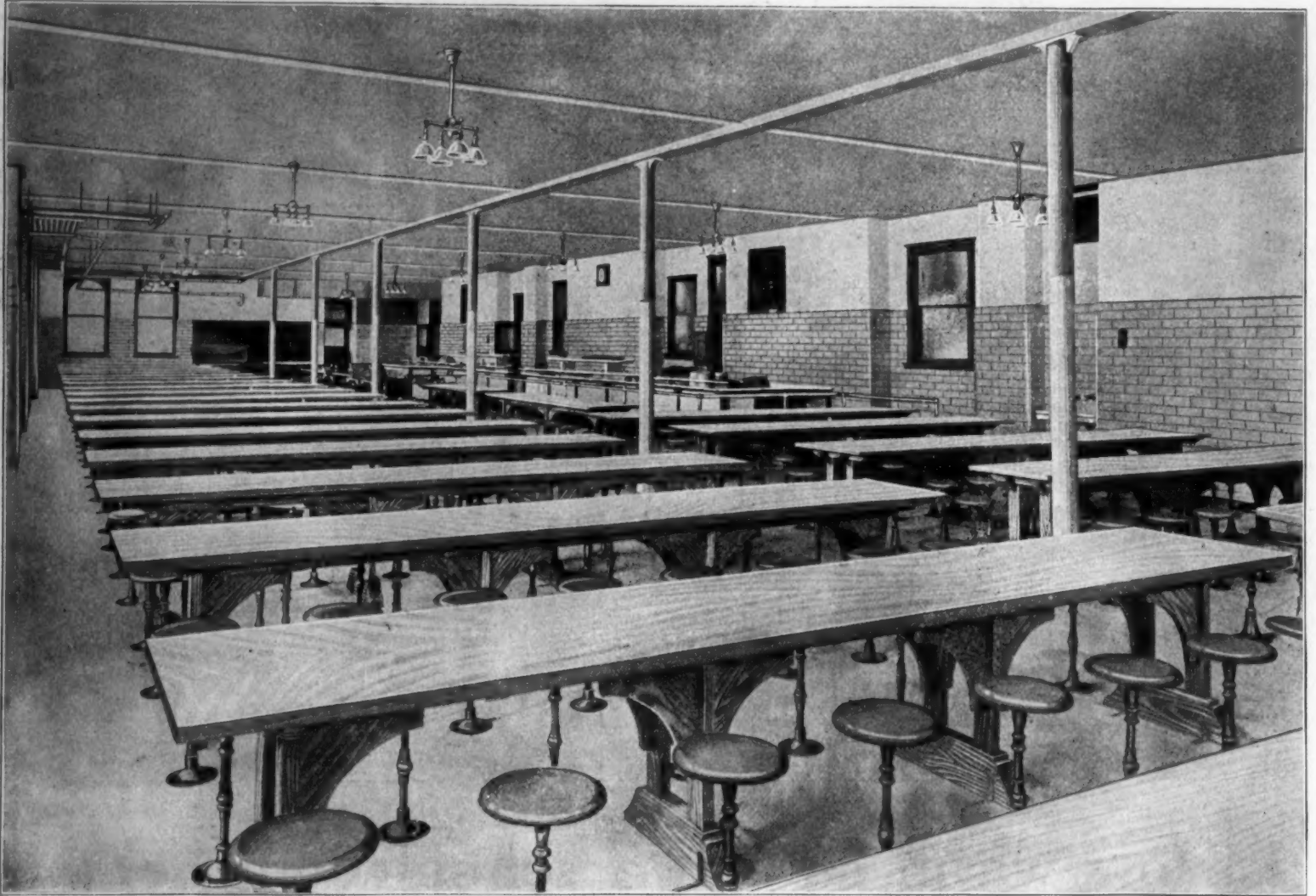
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In *GOOD HOUSEKEEPING*
(November)



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Lunch Room Book . . . Book Y 10

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As the largest Cafeteria and Lunch Room Equipment House, we are prepared to design a Cafeteria to meet your special needs, or to advise you on correct equipment and installation. Regardless of your requirements, we can supply you. If you will write and tell us your plans, we will send helpful literature that shows what has been done in other schools. If you desire, our corps of experts will make a comprehensive survey of your proposition.

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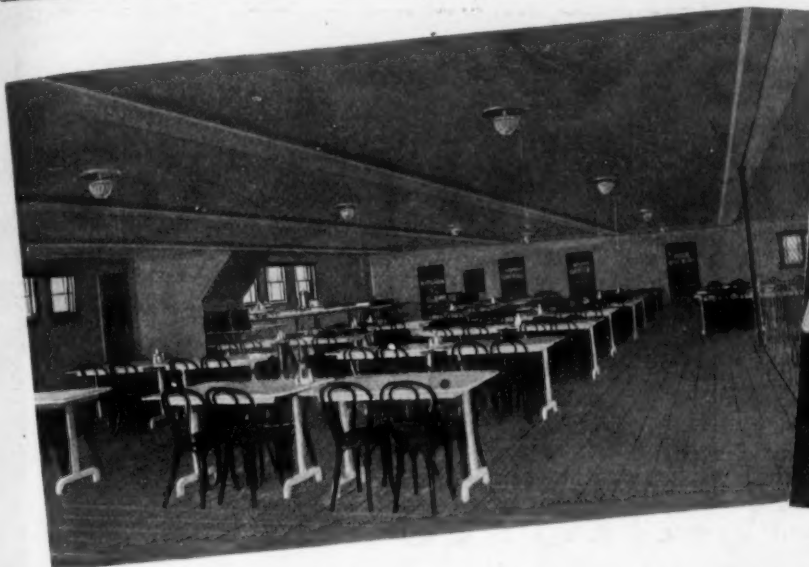
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Winter Emphasizes the Need of a School Lunch Room

The cold winter months make it necessary for many pupils to carry lunches. These lunches will naturally be cold. They are not inviting. They do not have the energizing effect on a child's mind that good, wholesome, hot lunches provide.

Why not give the children a chance this winter? Why not provide a lunch room where they can secure hot lunches? Or, if they must eat cold lunches, give them a place to eat where they can enjoy their food. Leading schools everywhere are adopting the school lunch room plan. In many cases, the food is prepared by the domestic science department. A nominal charge is made for the food and this, in many cases, defrays the expense of the department.

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ard everywhere. Being made of fine grade cast iron heavily porcelain enameled, the table bases withstand the rough school usage for years. And the Sani-Onyx tops, with their raised edges, are not only thoroughly protected against breakage but also prevent dishes from slipping onto the floor. The entire table is white as china, easily cleaned and never requires tablecloths.

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School and Industrial Lunch Room Equipment

(Continued from Page 76)

to accommodate without crowding the installation of plumbing fixtures as prescribed by the State Board of Health, viz.: One water closet for each fifteen girls or fractional part thereof; one water closet for each twenty-five boys or fractional part thereof; and one urinal for each fifteen boys or fractional part thereof. In estimating the number of water closets required, the maximum number of pupils which the building is to accommodate shall be divided 40 per cent boys and 60 per cent girls. In addition to the fixtures mentioned, there shall be installed in each of these toilet rooms four lavatories and one slop sink.

Play Rooms:

Such space as remains unassigned in the ground-floor story and is available for the purpose shall be designated and finished as Play Rooms. Such rooms are "desired" but not "required" should the space be not available by reason of its allotment to other "required" uses.

Janitor's Room:

A janitor's supply and office room with outside window and connecting toilet, located in the ground-floor story on the boy's side is "required."

Heating and Ventilation:

Unless otherwise directed, no provision need be made in the building for special rooms for the accommodation of a mechanically operated system for the ventilation of the classrooms, as this will be accomplished by means of a direct-indirect or some other form of gravity ventilating system. A fan system may be used for the ventilation of the assembly room and gymnasium if the location of this room is such as to require it.

The boiler room and all necessary supplementary rooms shall be located in the first or original unit of the ultimate building in case future additions are contemplated and shall be of sufficient size to accommodate without crowding all equipment required for the completed building, inclusive of an assembly room and gymnasium. The floor of the boiler room shall be at a grade that will permit of direct gravity return of the condensation from the heating system.

The boiler room and service portions of the building to which admission is denied pupils

shall be isolated as far as possible from those parts of the building used for instruction purposes and shall be thoroly insulated and protected against the possibility of communicating sound, heat, dust or the possible shock of explosion to other parts of the building. Fire doors shall be provided to cut off this portion of the building from other adjacent parts. The smoke stack shall be of such height and cross-section as to insure proper draft and economical operation of the boilers.

A direct outside service entrance to the boiler room is "required," this to be of sufficient width and height to permit the entrance or removal of the largest single unit of mechanical or other equipment which may be installed in this portion of the building. Ample provision shall be made for the storage and removal of ashes and all door openings subject to heavy traffic shall be provided with cast iron sills and steel jamb guards.

The fuel room shall have a capacity of not less than 100 tons of coal and shall be all or mainly below grade and covered at least in part with a concrete slab with cast iron rings and covers walled in for dumping in the coal directly from wagons or trucks.

Design and Construction.

Site and Location:

The character of the site and its surroundings shall be considered in the preliminary studies in their relation to the architectural treatment of the building and the selection of materials. Questions concerning the location of the building, grading, landscaping, playgrounds, surface drainage, retaining walls, flag pole, walks, drive-ways, etc., shall be considered simultaneously with the preliminary studies and the Architect's recommendations covering these outside details shall be included as part of his preliminary reports to the Board.

General Building Requirements.

All new elementary school buildings, unless otherwise specially designed, shall be so designed that they can be built in units of eight, twelve and sixteen classrooms and be complete in either form. It is assumed that the assembly room and gymnasium will become a part of a building of twelve or more rooms.

In the absence of other instructions, each building shall be two stories in height above the ground-floor story, the floor level of which shall in no case be more than 2 feet below the established surrounding grade, excepting only as may be necessary to accommodate the heating equipment and service portions hereinbefore mentioned.

All buildings shall be of a recognized standard type of fireproof construction thruout, with flat roofs, exterior walls faced with brick and trimmed with Bedford stone or terra cotta.

The ground-floor story height shall be not less than 12 feet; the height of the first and second stories shall be uniform thruout within the limits of 12 ft. 6 in. and 13 ft. and shall bear such relation to the floor area of the standard 40-pupil classroom as will assure its cubical contents being at least 225 feet per pupil. All measurements shall be in the clear and projecting beams, girders or changes in ceiling levels should be concealed where possible, particularly in classrooms.

Entrances:

Entrances to the building are to be provided in number and size commensurate with its size and capacity. At least one entrance in addition to the stair entrances will be required. All step entrances shall be under cover, not more than two steps to be exposed without covering in any case. No entrance doors shall be exposed directly to the weather, protection in some form to be provided against sun and rain.

Special entrances shall be provided as hereinbefore mentioned to the assembly room and gymnasium, the library, and the service rooms.

Main entrances and exits shall not be of less width than the stairways or corridors which they serve. Double sets of doors the full width of entrance corridor, forming vestibule, are to be provided for each entrance to the first story.

Corridors:

The general arrangement of the corridors shall be such as to insure direct means of entrance and exit to and from all parts of the building without involved or intricate circulation.

A minimum width of 12 feet for a main corridor is "required" and this width shall be in-



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creased at stairways or other points where congestion might be anticipated or where a greater width may be necessary or desirable to properly proportion the corridor to the number of rooms which it is designed to serve. Narrow branch corridors are to be avoided where possible so to do.

All main corridors should have direct outside light at least to such extent as not to require artificial light under normal conditions.

Stairways:

Stairways should be separated as widely as the plan of the building permits and serve as centrally as possible a given unit or section of the building with the longest line of travel from any classroom to a stairway not more than 50 feet. The number of stairways shall be governed by the size and shape of the building but at least one stairway for each group of six classrooms or fractional part thereof per floor shall be provided.

The width of all stairways shall be 5 feet or multiples of 5 feet and they shall be constructed in two runs to each story with platforms not less in width than the width of the stairs. Stairs with open wells are preferred where possible.

All stair construction shall be of reinforced concrete, steel or iron with terrazzo, slate or marble finish. No riser shall be over 6½ inches and the sum of the riser and tread shall not be less than 18 inches nor more than 20 inches. Balustrades may be either solid with molded wood caps or open or plain design in steel. The height of the balustrade shall be 3 ft. 7 in. measured in line with the face of riser and on all balustrades and stair wells, including platforms, a 2 inch handrail 2 ft. 3 in. above steps measured in line with the risers shall be provided.

Doors:

Main entrance doors are "required" to be in pairs, single acting and to swing out. These doors should be 1½" thick and within the limits of 2 ft. 8 in. and 3 ft. 2 in. in width and 7 ft. and 7 ft. 6 in. in height. Stiles should be not less than 6 inches wide with 30 inch bottom rails. Glass should be ¼ inch polished wire glass set in wood muntins not to exceed 16" x 24" for any

single light of glass. Pine, cypress or other stock not requiring veneers shall be used for all exterior exposed doors and the top and bottom edges shall be protected by sheet copper coverings. All main entrance and exit doors shall be equipped with automatic exit devices in such manner that the doors cannot be locked on the inside.

One corridor door for each classroom shall be provided, hung to swing into corridor clear of all projections. These doors shall be 1½" x 3' 4" x 7' 0" of same stock as the interior wood finish, with polished wire glass panels set in wood muntins with stops screwed on, the glass to begin not nearer than 3 ft. from the floor. Stationary transoms above these doors shall be used only if necessary to provide additional indirect lighting for the adjacent corridors.

Each classroom door shall be equipped with 3 butts, one holding door check, one heavy pull and a cylinder lock on the corridor side, and a push plate and thumb latch on the room side.

Windows:

Excepting as may be necessary to make provision in certain building for fresh air rooms or when, in the judgment of the Board, windows of another type may be considered preferable, in which cases special directions will be given the architect, all windows shall be constructed with standard box frames for double-hung molded wood sash. All window openings inside shall have rounded plastered jambs and heads and the sills shall be of glazed brick, slate, terra cotta or other impervious material.

Interior Finish and Equipment.

Floors:

Finished floors of a clear grade of white maple will be "required" for all classrooms, coat rooms, and other rooms thruout the first and second stories not otherwise designated. Similar floors shall be provided for the assembly room and gymnasium and in the ground-floor story thruout the household arts and manual training units.

Finished floors of terrazzo or domestic quarry tile will be "required" for all corridors, including such corridors in the ground-floor story as are used by the pupils. Similar floors of terrazzo or

vitreous tile are "required" for all toilet rooms. These floors shall be finished with a 2" cove base where adjacent to glazed brick wainscoting and with a 6" sanitary base of same material where adjacent to plastered walls.

Cement finished floors and 6" sanitary base are "required" for all remaining portions of the ground-floor story not otherwise designated, including the library, these to be treated with an approved liquid hardener or surfacer.

Walls:

The interior walls and partitions of all rooms and corridors thruout the building used for instruction or administrative purposes shall be plastered, excepting only where wainscots or other finish are designated. All door and window jambs and heads shall be rounded to a radius of 1½ inches and plastered.

Ceilings:

Preference will be given to stamped steel ceilings in all rooms and corridors used for instruction and administrative purposes. Plastering may be used elsewhere. In both cases, all ceiling angles shall be finished with coves of same material of not less than 6 inches radius.

Interior Brick Finish:

Salt glazed bricks are "required" for the following places:

Wainscots 4 ft. 6 in. high for all corridors, entrances, stairways, and the pupils' toilet rooms in first and second stories.

Wall facings full height thruout the assembly room, the toilet rooms in the ground-floor story, shower and locker rooms, and the domestic science laboratory.

Glazed brick wainscots are "desired" for the finish of all classroom walls to the height of the chalk troughs on the blackboards where same occur and to the level of and including window sills on remaining walls not used for blackboards.

All glazed brick wainscots shall be finished at top with molded or rounded stretchers and all door and window jambs finished with bull-nose returns to frames.

All walls and partitions enclosing the several

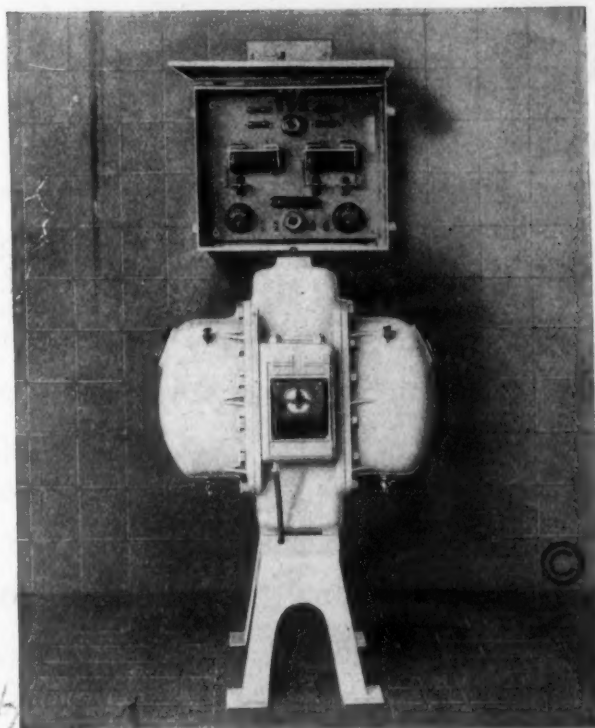
(Concluded on Page 85)

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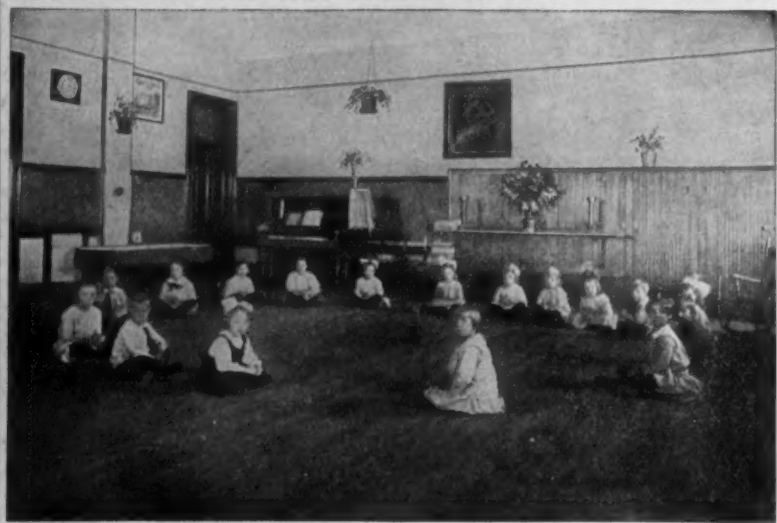
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SCHOOL BOARDS!

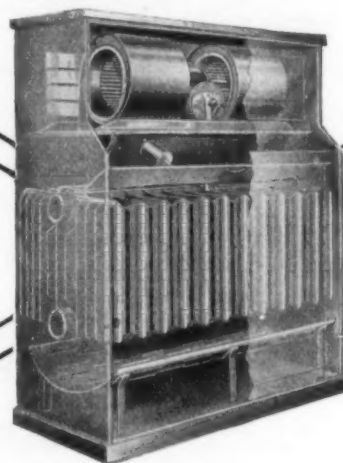
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Satisfy yourself if conditions are right or wrong. You owe it to the fathers and mothers, who are trusting their little ones to your care. Any reputable chemist will take air samples and analyze them for you.



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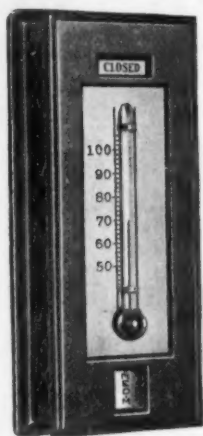
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THE OLDEST—THE LARGEST—AND ALWAYS THE MOST PROGRESSIVE



(Concluded from Page 80)

units of the manual training department shall be finished with a smooth facing brick.

Interior Wood Finish:

Interior wood finish shall be only where necessary to meet practical requirements. No trim is to be provided for doors or windows and wood base used only where wood floors are adjacent to plastered walls, in which cases the base shall be $\frac{3}{4}$ " x 8" with a shoe mold. Where wood floors are adjacent to brick walls or wainscots, a cove mold only is required. Picture molds are required for all spaces included under the heading of Educational and Administrative Requirements.

The stock for all interior wood finish, including doors and frames, shall be either plain oak, ash, birch or chestnut, with natural rubbed finish.

Cabinets:

One supply cabinet and one bookcase are "required" for each classroom, these to be each not less than 3 ft. 6 in. wide, 6 ft. high, and 15 inches in depth in the clear, with hinged glazed doors. These cabinets shall have false bottoms level with top of the room base and each should have two fixed and two adjustable shelves. Cabinets recessed into the walls are "desired" but if not recessed, finished molded tops are "required."

Standardized china and supply cupboards are "required" for the domestic science laboratory, pantry and sewing room in the household arts

department; supply case and tool cabinet for the manual training department; and wall cases and shelving for the supply room adjacent to the principal's office. Specifications for these cabinets will be furnished the Architect on request as may be necessary to meet individual conditions.

Blackboards:

Natural slate blackboards for each classroom are "required" 48 inches high provided with marginal wood frames, chalk troughs and cork tack board panels above and a single panel 24" x 48" at the corridor door terminal. These boards shall be continuous on the corridor side and the end wall lighted from the left, with an additional section equal to the space between the two coat room doors on the reserve end wall.

Toilet Stall Partitions:

All stall partitions shall be of black oiled slate or marble furnished and installed by the plumbing contractor.

Painting:

No painting of plastered walls and ceilings will be included in the building contract but all steel ceilings shall be finally painted by the contractor prior to the completion of the building, the color to be standard ceiling color as adopted by the Board.

All maple floors shall be finished by the contractor with a good coat of boiled oil.

tage to them. The question is, what policy in the matter of appointing teachers is for the best interests of the schools, that which assures to the teacher, after qualifying and passing a sufficient period of probation, indefinite tenure of position so long as service is faithful and efficient, or that which leaves every teacher, good and bad, regardless of length and quality of service, without position at the end of every school year, unless he is specifically named and re-elected by the appointing powers.

Bad Educational Policy.

When, a few years ago, provision was made for issuing to teachers state life certificates in place of the local short term certificates, the feeling was quite general that we had acquired the protection of civil service employees and had indefinite tenure of position, till we were surprised one summer to find that one of our most faithful and highly esteemed fellow teachers had been omitted from the list of appointments, and we realized that permanent certificate does not mean permanency of position, and that a definite act of appointment is necessary each year to give any one of us a position in the schools the next September. The speaker learned at that time by an examination of the State statutes that a law forbids boards of education to appoint for more than four years. The following winter this club on motion of the present speaker, instructed its executive committee to take action towards securing the cooperation of all other teachers' organizations in the state for the repeal of this law. These instructions have never been carried out, and the law of Ohio still forbids indefinite appointments, and the general, if not universal practice in Ohio, as in the United States at large, is annual appointment. This, we contend, is bad educational policy.

Favorable Quotations.

From the answers to the questionnaire sent out by our committee I quote the following reasons given in favor of permanent or indefinite tenure:

It protects good teachers—Baltimore. It is a stimulus to higher qualifications and a relief from anxiety of recurring examinations—Harrisburg. Relief from anxiety as to appointment from

Indefinite Tenure of Office for Teachers

Ernest M. Benedict, Cincinnati, O.

In discussing the question of indefinite tenure of position by teachers, as opposed to annual appointments, we wish to make it clear that the merits of the question do not depend upon the personnel of the appointing powers, nor is it a matter of present or local conditions. The principles involved are of general application. The Schoolmasters club stands for the best in educational pedagogy and administration, for the best interests of the schools, in which, as we have recently heard from Dr. Suzzallo, the teacher is the fundamental factor. No feeling of individual se-

curity under present conditions or of satisfaction with present and local administration should make us indifferent to the larger and impersonal consideration of this question on the basis of general principles. Least of all should any one presume to say or think that those who are interested in agitating the matters are fearful for themselves or seeking to protect incompetent teachers. If indefinite tenure is not good for education in general, and for the children and our future citizenship, teachers have no right to advocate it, even tho it might be of advan-



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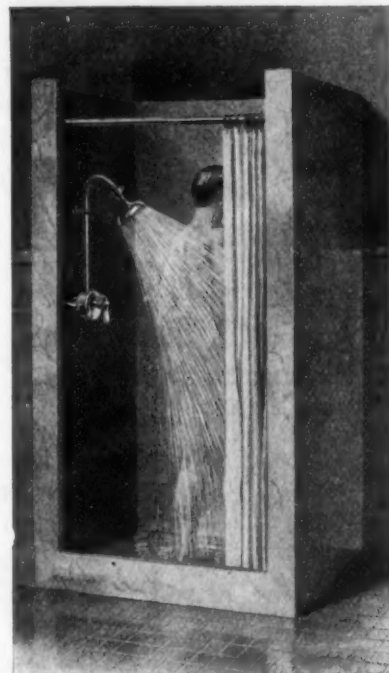
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year to year. The school organization acquires a permanency not ordinarily obtained with restricted tenure.—Rhode Island. Attracts the best teachers.—California. Relieves teachers from worry as to retaining position and enables them to do better educational work.—San Francisco. Gives profession stability, and removes danger of considering little and petty non-essentials.—Worcester, Mass. The security of position which tenure of office gives promotes comfort of mind and removes worry, and in this way increases efficiency.—New Haven. Removes appointment and dismissal of teachers from personal and political influences of the local community.—Camden, N. J. Makes contented teaching force.—Chicago. Protects teachers from assaults of irate parents, politicians, etc., who want to remove teachers as they would hirelings. It dignifies teaching. It protects teachers from unjust treatment.—Patterson, N. J. It keeps teaching out of politics.—New Bedford, Mass. No teacher can do her best unless she has a feeling of security. In a community where politicians are awake twenty-four hours each day such protection is necessary. Furthermore it is in keeping with civil service.—Bayonne, N. J. It makes it impossible for teachers to be subject to the whims of lay opinion.—Trenton. Permanent tenure permits the teacher to work under proper conditions, undisturbed by fears of displacement because of extraneous factors unrelated to school work, such as political upheavals or political changes. It provides for a degree of continuity in service which is absent in systems where permanent tenure does not prevail. It excludes from the situation petty political influences and so tends towards giving the teacher a self-respecting independence.—New York City.

To classify and enlarge upon these reasons I will state my arguments under the following heads:

1. It is simple practice.
2. It makes the teaching profession more attractive.
3. It removes it from politics and personal influences.
4. Annual appointments encourage insincerity and compromise.

5. None are wise or good enough to exercise the power involved in annual appointments.

6. As a means of discipline it fails.

7. Indefinite tenure makes a better system of suspension necessary.

8. It tends to greater democracy in administration.

The first reason that I would give for indefinite tenure is, that it is only just and fair that the teacher, after undergoing the expense of years of preparation which the present high standard of qualifications requires, and after making good thru a period of probation, should be rewarded by the protection of the law in his position, so long as he is faithful and efficient, and that the burden of proof should be on the appointing powers to show reasons why he should not continue his position.

To quote Mr. O. T. Corson:

"Fairness and justice demand that teachers should never be condemned without a hearing. Our constitution guarantees that the worst criminal shall be confronted by his accusers and shall be given a chance not only to defend himself but also to have an attorney to conduct his defense at the expense of the state; that the trial be conducted by an impartial judge, and that the final decision as to guilt or innocence of the accused should be determined by a jury of twelve men sworn to render a verdict in strict accordance with the evidence presented. Public school teachers are not always accorded this courtesy."

Gives Dignity.

In the second place it gives dignity to the profession of teaching and makes it more attractive to men and women of high quality. It is becoming more and more difficult to get young men and women to enter the teaching profession, and to keep those that are in. The United States Bureau of Education reports a shortage of 50,000 teachers in the country. There is a feeling of unrest and dissatisfaction everywhere among teachers. College graduates are passing the school by on the way to the business and industrial world. The brightest high school graduates pass by the teaching profession as unattractive. It is not

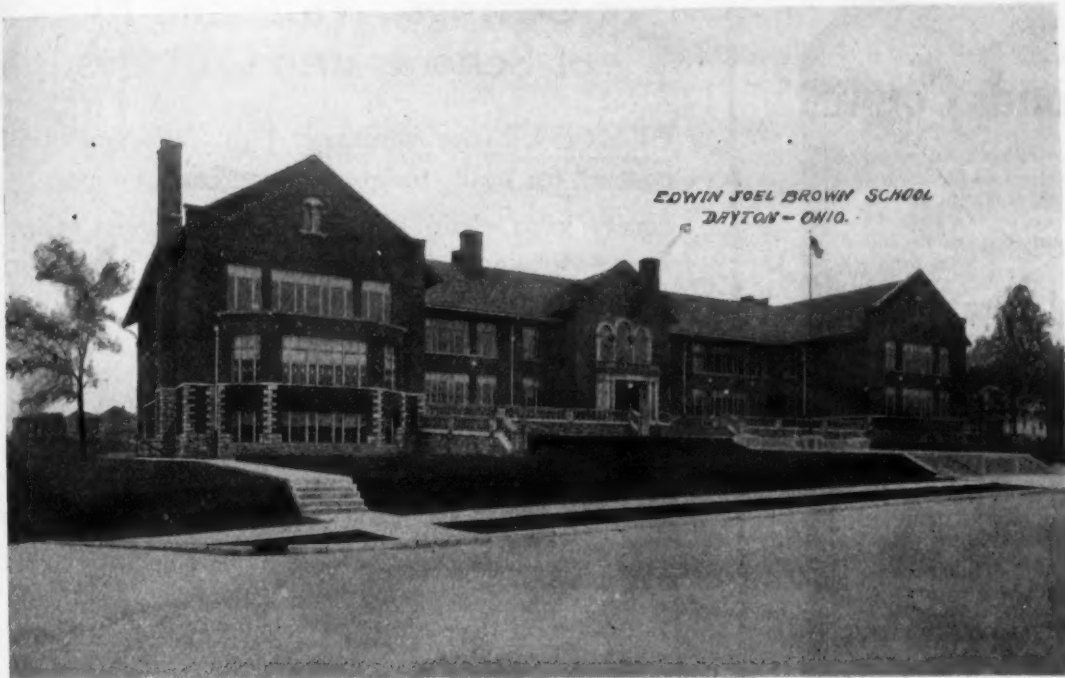
dignified to belong to a profession in which your position from year to year depends upon the good will and favor of an appointing power. The salaries are admittedly inadequate, and the financial situation in Ohio holds out little hope of early and adequate relief. This fact makes it the more important to add to the attractions of the profession by legally established indefinite tenure of position. Then a man might enter the profession and undertake the responsibilities of a wife and family without laying himself open to the suspicion of feeble-mindedness or of condemning his wife to a life of drudgery without even a moderate degree of social pleasures and recreation. A legal title to his position so long as he was faithful and efficient would be in some measure a compensation for inadequate salary. When the distinction between men and women was abolished in the payroll the authorities assumed the responsibility for raising the standard of compensation to that necessary to secure married men in the profession, otherwise men will use it merely as a stepping stone to something more attractive, or pass it by entirely. Indefinite tenure is a way of making it more attractive to men. This applies to men more than to women because the normal place for women is in the home, and few when they begin expect to remain in the schools for life.

Political Influences.

The teaching profession should be removed from possibility of being invaded by political influence. The politician is awake day and night, 365 days a year. His kind is perennial. Because his wheel is scotched here and now is no guarantee that another turn of the wheel of fortune may not set him free again. Every politician has his friends whom he wishes to please and whose number he is always seeking to increase. It is only human that the aspiring candidate for a teacher's position should think and speak well of the man who has it in his power and is willing to help him to a position. It is appalling to think of the hundreds of thousands of teachers' positions that lie open at the end of every school year under the present system, a fair prize for

(Concluded on Page 89)

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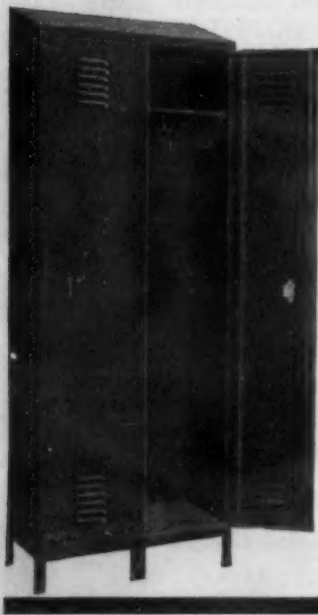
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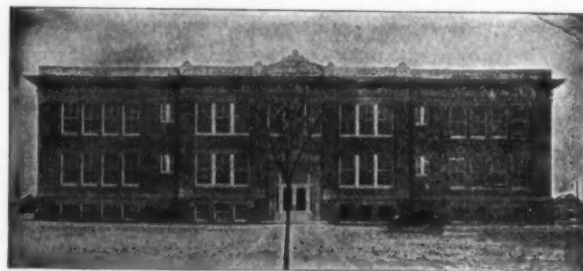
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INDEFINITE TENURE OF OFFICE FOR TEACHERS.

(Concluded from Page 86)

politicians and their friends. It is a high testimony to the character of our citizenship and to that of our school authorities that the opportunity is not more abused than it is. I suppose there are few superintendents and boards of education who are not well aware of the fact and who do not pride themselves on their success in resisting the temptation. Certainly Cincinnati may take pride in the success with which she has eliminated political control from her schools in recent years, and our present and former superintendents and certain members of our school boards deserve high appreciation for the fight they have made to set us free. But what is the guarantee that the former conditions may not return, or what is the situation in the hundreds of other school districts of the state? We speak for the protection of the law.

Other Dangers.

Besides political influences there are other influences not classed as political that are equally as dangerous and that operate in the same subtle way upon the appointing powers. Who can measure or adequately guard against the influences of personal likes and dislikes, the influence of the supporter who praises and campaigns in favor of his friend; who rises in public places and supports his policies; or from the influence of the unfavorable impression necessarily made upon him by the teacher who opposes or fails to approve. Then there is the influence of friends who have their own friendly preferences, who by reason of their very congeniality and intimacy carry weight entirely out of proportion to their value in educational policy. In all this nothing is implied as to fault in any individuals. We speak of general facts and conditions of human nature and society. All are human. We cannot eliminate the personal element from influencing our actions. The law should prevent its undue influence when it concerns vitally the fortunes of others to such an extent as is involved in our system of annual appointments of school teachers. No school board or superintendent is so wise or so superior to the subtle influences of human

nature that they should have such irresponsible power.

Insincerity Encouraged.

Another bad consequence of the annual dependence of teachers upon the favor of the appointing power is that it encourages insincerity, fawning, and playing for approval. Again this is not an indictment of teachers as a class. No armor of self-confident integrity is proof against the subtle wiles of human nature. There are such degrees of insincerity that we ourselves cannot detect the genuine from the false. Besides there are so many other virtues that must be striven for in the complex conditions of life. Honesty in financial obligations, consideration for the dear ones at home, ambition for success in our profession, and numerous other motives compete with sincerity till it is not easy or, even with the greatest difficulty, possible to be sure which should have the first claim upon loyalty. To hesitate is to be lost, and in moments of uncertainty and weakness many fail. A system that puts teachers under this constant temptation to compromise with that courageous and crystal clear sincerity which we all covet and which should be the quality of teachers of the young is bad.

As a method of securing faithful and efficient teachers and of eliminating the poor ones annual appointment fails. Everybody knows that incompetent teachers not only remain in the school but are promoted to larger responsibilities; also that good teachers fail of deserved recognition.

Confidence a Requisite.

Permanency of position is conducive to that quietness of mind that is favorable to the development and exercise of the best teaching qualities. Fear and anxiety are bad inducements to moral excellence. In quietness and confidence is the strength of the moral and spiritual man, and the teacher's highest assets lie in this realm. It is wrong in principle to count upon the inducement of fear to produce the qualities of a good teacher. The highest qualities do not rise to such incentives. The method is crude and unworthy of the intelligence and high ideals that prevail in education today. I believe that it may be said without fear of contradiction that no set of men and women enter upon their life work with higher ideals or more earnest intention of

unselfish devotion to their profession than do teachers. It may also safely be said that never were the difficulties of teaching greater than they are today. There is no doubt that many fail to make good because the nervous strain and the difficulties are too great, rather than because they feel too secure in their position. Such persons need, not threats nor insecurity of position, but sympathetic and constructive suggestions and vigorous backing on moral issues. They need the confidence that comes with appreciation and knowledge that slight faults or personal and inessential qualities are not endangering their future.

Tenure Promotes Initiative.

Finally it may be urged that security of position, conditional only upon fidelity and efficiency of service, encourages initiative in teachers and is necessary for promoting a greater degree of democracy in school administration. A teacher would not have to consider whether his views would displease his superior and work against himself in questions of promotion or appointment. It is true that teachers are deterred from speaking and acting openly and frankly because they fear their action may not please their superior officer whose word counts for so much. Whether there is good ground for such fear on any particular occasion is entirely beside the question. The fact that teachers feel that their future depends upon such consideration is evidence that the system is bad. In a period of probation this probably cannot be avoided, but, having once made good, the teacher should be as free as any other American citizen to go his way, express his convictions, and participate in such activities as meet his approval, regardless of whether his actions meet the approval of his superiors in school administration. Only with indefinite tenure can we have democracy in school administration that is not vitiated by insincerity and petty politics. There may be rare men and women in rare circumstances who have the reckless independence to speak and act frankly in the face of such considerations but the number is few, and there are not so many in this class as there are of those who think that they should be so classified. It is too much to expect of human nature.

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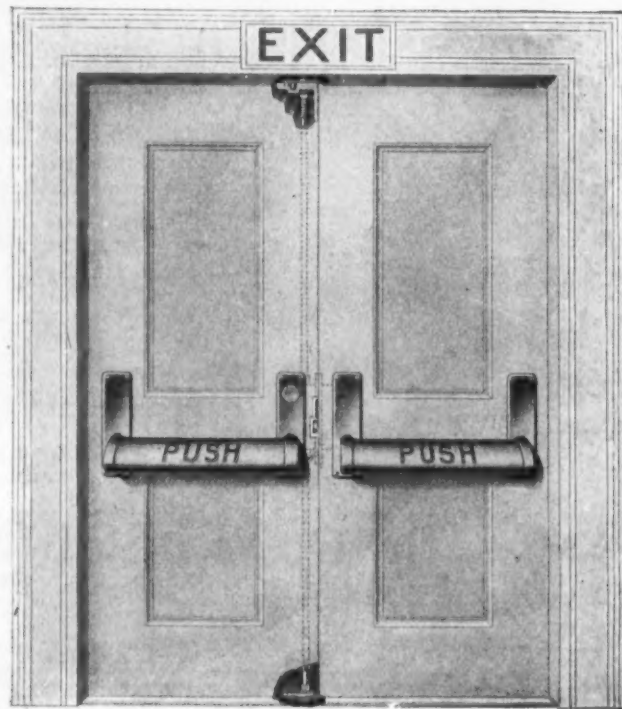
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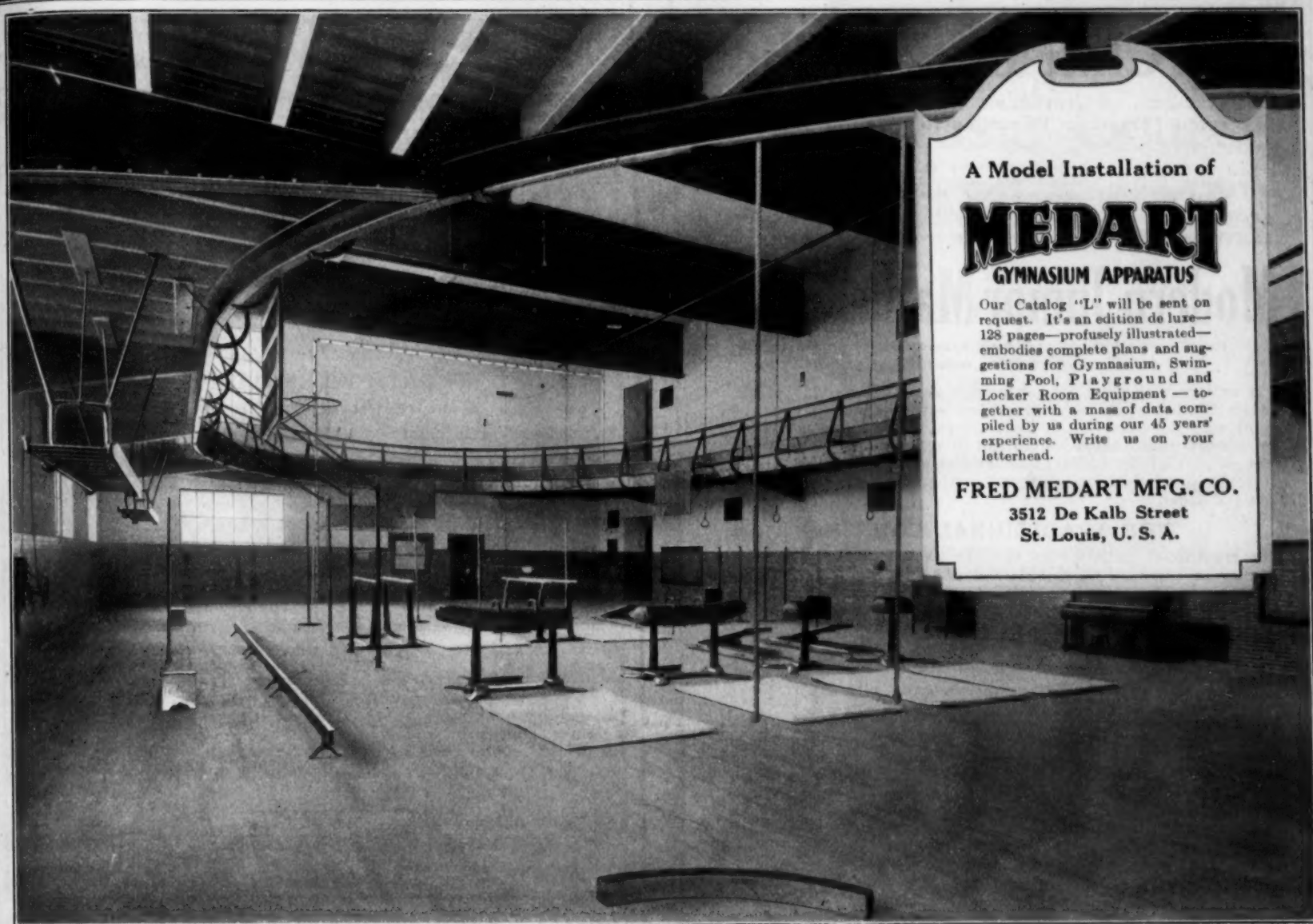
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NEW YORK'S SCHOOL PROBLEMS AS SEEN BY A WOMAN MEMBER OF THE SCHOOL BOARD

The New York City board of education is at present considering the need for legislation affecting itself. In this connection, it is interesting to note the following letter of Mrs. Isaac F. Russell to President Prall, in which she suggests a delay in action until the court has decided on certain questions defining the status of the board. The letter which presents Mrs. Russell's ideas about the board, reads:

I favor a small board of seven or nine members in the interest of direct action, speedy consideration and efficient procedure. Moreover, the smaller the board the higher the sense of responsibility on the part of the individual member and the less the tendency to irregular attendance and neglect of duty. The small board is only possible because of the functions of the board of Associate Superintendents, on whose recommendation nine-tenths of all the action of the board of education is taken. On the prudence, ability and good faith of the board of superintendents the whole structure of the present system rests; hence the absolute necessity for the closest cooperation between these two boards.

The position of member of the board of education should be unsalaried, not that faithful work should go unrewarded, but simply that membership in such a body should not be a prize of politics, attracting persons who are under obligation to political leaders and who are willing to serve for high pay at any cost in the city service without special preparation, study or experience. The present method of appointment has much to commend it. The Mayor is elected by all the people of the City. To them he is directly responsible. Not dividing this authority with others, on him alone rests the entire credit or blame for an individual appointment. If this power of appointment is to be shared with others we can understand how the responsibility for any unworthy act, done under political pressure, may be so diffused that no one will feel it. And still I am persuaded that the Mayor should not be asked to act alone in filling these positions. In Pennsyl-

vania and elsewhere I am told that the Judges of the higher appellate courts, removed as they are by long terms and high salaries from any sinister influences, have exercised this power of appointment of school boards. For myself, I would be glad to see the members of the board of education appointed by the Justices of the Appellate Division of the Supreme Court in the First and Second Judicial Departments. It must be expected that organized labor and associations of women's clubs in times like these will formulate their demands for recognition in view of their political power and numerical proportions. But an educational system cannot recognize these bodies as such, however worthy individual citizen nominated by such organizations may be.

Education is certainly a State function. The burden of its cost rests on the City. In time education may develop into national importance and dignity and challenge the attention of the Federal Government. But we are all citizens at once of the municipality, the State and the Nation, and no permanent good can come from forcing an antagonism anywhere. Of all the money that reaches the State treasury for all purposes, New York City provides much more than half, let us say nearer 70 per cent. Did New York City get no share of State-raised funds for education at all, still our Mayor and Board of Estimate would certainly provide all needful money for the cause of education in the city out of our local resources. If the board of education is subordinate to State authority, the city is in like manner subordinate to such State authority. The present and past practice in respect to important expenditure of school moneys as, for example, in locating a new high school to cost half a million dollars, is in my judgment such as leaves something to be desired. The public generally looks to the board of education for responsible and authoritative action as respects such expenditure.

The language of the law is clear. It is the board of education that is to act. However, in practical experience, the funds will be forthcom-

ing from the Board of Estimate not for general expenditure, but for a specific expenditure if approved by the Board of Estimate and not otherwise. Such a plan of procedure reduces the Board of Education to a body without authority to do more than recommend expenditures. If these views are correct it may be unimportant whether a certain item of public money, like \$2,300,000, or any other sum, goes immediately into the city treasury to reduce the general debt of the municipality, if only the same sum, or perchance a sum twice as large, is immediately voted by a generous Board of Estimate for necessary school expenditures. However the Court of Appeals may decide this question, the people of the city will have the benefit of these funds. The present system of disbursement of school funds by direct action of the city authorities, subject to the approval and audit of the Comptroller, should be continued. Under this system there can be no scandal or mystery about school funds and how they are created, accumulated and disposed of. The diversion of such moneys and their misappropriation becomes impossible.

The occasional conflicts between the Board of Estimate and the board of education suggests the possibility of a complete independence on the part of the board of education. Here again the example of Pennsylvania may serve as a model: that a certain number of mills tax should be put into the annual tax levy for general school purposes only. This money when received by the Comptroller might be turned over to the board of education and this board should have the sole power in deciding as to its expenditure. The sums of money needed for sites and buildings might be called for as a distinct appropriation by the board of education from the Board of Estimate and Apportionment.

As respects the City Superintendent, his functions have been evolved by experience, defined by tradition, and often exercised by unanimous consent. However, if we come to examine closely the letter of our latest law, we will find, I think, that the many duties and powers of the City Superintendent, enumerated under many heads, are subject to the regulations contained in the by-laws of the board of education. The powers

(Concluded from Page 96)

Dr. Charles W. Eliot

in an address on November 23, 1918, on the subject, "Defects in American Education Revealed by the War," said:

Arithmetic, algebra and geometry should be taught together from beginning to end, each subject illustrating and illuminating the other two. * * * It should also be the incessant effort of the teacher to relate every lesson to something in the life of the child so that he may see the useful applications of the lesson and how it concerns him.

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By Miss Marie Gule, Assistant Superintendent of Schools, Columbus, Ohio

was written with these vital principles always in mind. "Modern Junior Mathematics" is a three-book series planned to give the pupil who does not go to high school and college, a working knowledge of mathematics instead of a fragmentary and meaningless part of the old traditional course. The books also lay a better foundation for advanced mathematics than any heretofore published.

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7. The problems are real; therefore they appeal strongly to children.
8. Actual business practices are taught, as reading interest from tables, etc.
9. The abundance of construction and design appeals to children for they are primarily "doers" at this age.
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NEW BOOKS

Europe.

I. O. Winslow. Cloth, 176 pages. D. C. Heath & Co., Boston.

Since its first appearance in 1910 this book has been deservedly popular as a supplementary geography. Its author believed rightly that the geography text is too formal and uninteresting. On the other hand the average geographic reader lacks the specific, helpfulness which it should possess because it goes too far in the direction of story telling and contains too many unessential side lights. The present book was written to occupy a middle ground and has achieved its purpose most excellently. In the present edition numerous changes due to the world war are taken into account. The author has shown good judgment in omitting references to the new nations whose permanency is still in the balance. The book is very fully illustrated with recent photographs and corrected maps.

Applied Science for Metal Workers.

By William H. Dooley. Cloth, 480 pages. Students' Edition, \$2. The Ronald Press Co., New York.

This book is a companion volume to the author's "Applied Science for Wood Workers" and covers, in part, the same ground. The introductory chapters take up physics, chemistry and electricity in a simple, basic manner and are followed by several chapters on the elementary principles of mechanics. The concluding chapters take up, in detail, the principles and methods of producing and working iron, steel and other common metals.

The book is clear and practical in manner and evidences close study of the needs of the great majority of workers in foundries, machine shops and tin shops. The title "applied science" describes the book quite accurately.

Hidden Treasure.

By John T. Simpson. Cloth, octavo, 303 pages. J. B. Lippincott Co., Philadelphia.

The subtitle of this book explains its purpose. It is "the story of a chore boy who made the old farm pay." He did it by introducing modern methods and by brushing aside wornout traditions. For drudgery and hardship, he applied thoughtful planning and purposeful, effective work. The story will be an inspiration to any boy or girl who sees no future in farming as a life's work.

Rob Roy.

By Sir Walter Scott. Edited with introduction and notes by Eugene R. Musgrove, A. M. Cloth, xiviii and 496 pages. Macmillan Company, New York.

The present edition has been slightly abridged to meet present day conditions.

The Story of Our National Ballads.

By C. A. Browne. Cloth, 234 pages; illustrated. Thomas Y. Crowell Company, 426 W. Broadway, New York.

The romantic story of our national songs from "Yankee Doodle" and the national anthem to "Over There" is recounted in this volume. Much valuable historical material is included to give an insight into conditions which led to the popularity of the songs.

Business Law.

By Alfred W. Bays. Cloth, x and 311 pages. Macmillan Company, New York.

This book presents a simple statement of the principles of the law governing business transactions. It emphasizes the law of contracts more strongly than is usual in books of the same scope and size. Not the least valuable feature is the introductory section, in the six chapters of which the general notions of the law, its sources, forms, etc., are presented. The book does not consider the absolute morality of the cases which it cites, and does not make clear, in several instances as it might well do, the clash between the moral and the civil laws.

Publications.

Fourteenth Report of the Home for the Training in Speech of Deaf Children, Philadelphia, Pa. Issued for the Commonwealth of Pennsylvania by the Board of Trustees of the Institution. The

pamphlet describes the methods employed and explains the work of the different departments of the school.

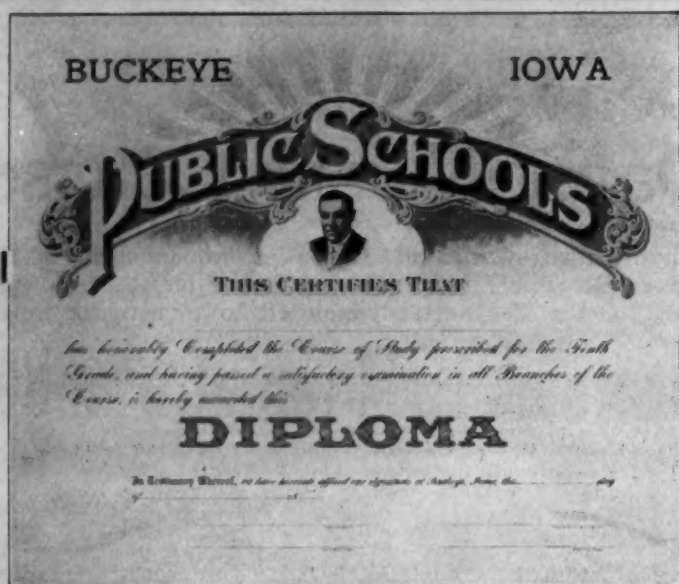
School Law Digest. O. W. Coursey. Issued by the Educator Supply Co., Mitchell, S. D. The pamphlet seeks to simplify the intricate laws of South Dakota, to lighten the work of the county superintendents, to provide for a systematic interpretation of the numerous technicalities, and to assist in bringing about a system of uniform school administration.

The Fundamentals of Citizenship. Reconstruction Pamphlet No. 6, June, 1919. Issued by the Committee on Special War Activities of the National Catholic War Council, Washington, D. C. The pamphlet offers a brief study of the formation of the American republic and gives a number of lines along which better citizens may be made.

The Work of the American Red Cross During the War. A statement of finances and accomplishments for the period July, 1917, to February, 1919. Issued by the American Red Cross, Washington. The report on overseas work covers such activities as hospital and medical work with the army and navy, production and supply of nitrous oxide and oxygen, reconstruction and re-education work with the Allied Army, canteen service, recreation and welfare service, home and hospital service for wounded soldiers and sailors, civilian relief, children's relief work, soldiers' relief, ambulance service, care of the shipwrecked, feeding of American prisoners in enemy military camps, refugee relief work, and industrial and agricultural service. The countries benefited by the work were Belgium, Italy, France, Roumania, Serbia, Russia, Siberia and Palestine. In Great Britain, the work was largely for the American soldiers and sailors who were passing to and from the front, for those who were shipwrecked and those who were injured in the fighting zone. In Switzerland, the Red Cross Branch served the American prisoners in the enemy camps and assisted in the care of refugees from many lands.

Arithmetic, Music, Geography, History and Nature Study, and English. A report of progress in the Duluth (Minn.) schools for 1919. These pamphlets constitute a series of five forming the

(Concluded on Page 95)



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(Concluded from Page 93)

course of study so far available in printed form for use in the schools. The courses were introduced in September, 1919, and are the product of the combined effort of the teachers, principals and supervisors. Each of the courses conforms to a general plan, which covers a table of contents, the aims and purposes of the work, and offers general and detailed outlines of the work, general directions for the conduct of the classwork and a bibliography applicable to the subjects covered.

Annual Report of the Supply Commissioner of the Board of Education, St. Louis, Mo., for the year ending June, 1919. The report covers such items as a statement of expenditure of accounts, delivery of new stock, school lunch rooms, book-binding, transportation of pupils, textbooks lost or destroyed, textbooks condemned and ordered renovated and rebound, textbooks in usable condition, cost of supplies per pupil.

Suggestive Outlines in Elementary History, Grades one to eight, of the Los Angeles, Calif., public schools. The outlines were prepared by a Committee on History, working under the direction of the Division of Educational Research, and with the advice and assistance of Asst. Supt. Susan M. Dorsey. Each grade has as a part of the course, one topic devoted to national holidays and national heroes, which furnishes an opportunity to emphasize the significance and privilege of being Americans.

Standardized Requirements for the Construction of Elementary School Buildings, Indianapolis, Ind. E. U. Graff, Supt. The schedule of requirements were prepared by a committee of three including Supt. E. U. Graff, Architect Herbert Foltz and Consulting Engineer L. A. Snider. It is divided into four parts, drawing, specifications and estimates, educational and administrative requirements, design and construction, and interior finish and equipment.

Supplemental Problems in Arithmetic for Use in Rural Schools. Publication No. 4, 1919, Los Angeles Public Schools, Los Angeles, Calif. The purpose of these problems is to demonstrate to the pupils how the fundamental processes in arithmetic taught in the elementary school may be applied in a practical way to the contingencies of everyday life in rural and suburban communities.

ities. The material is based on actual conditions and has been selected by persons who have taught and resided in the type of community to which the problems refer.

Iowa Spelling Scale for the Elementary Grades. By Ernest J. Ashbaugh. Extension Division Bulletin No. 55, University of Iowa, Iowa City, Ia. This scale for the measurement of spelling ability is the result of the cooperation of more than one hundred schools in the state of Iowa with the extension Division and the Graduate College. The scale includes 2,977 words obtained thru written correspondence of Iowa people and the spelling difficulty is defined in terms of the accuracy with which children spell these words in lists.

Annual Report of the Business Agent of the Boston Public Schools, for the year ending January 31, 1920. Wm. T. Keough, business agent. The report covers such items as the financial statement, appropriations for new buildings, lands and yards, expenditures by the schoolhouse commission, distribution of expenditures, the purchase and cost of fuel and light, apportionment of income, cost of administration, supervision and general charges, a stock balance and a summary of costs of schools. The report also includes a resume of all the legislative acts granting the school committee power to make appropriations for the support of the schools beginning with 1898 up to and including the special acts of 1918.

Justice and the Poor. By Reginald H. Smith. Bulletin No. 13, of the Carnegie Foundation for the Advancement of Teaching, 576 Fifth Ave., New York City. This book is the first careful report on how far American law and judicial institutions secure equality of justice to the poor and to the immigrants. The book represents a systematic treatise and practical handbook upon the administration of justice in the United States and is full of trustworthy information and suggestion. Part I portrays the denial of justice, national in scope, which exists today. Part II considers the remedial agencies which can be employed to make the position of the poor more equal and Part III discusses these agencies in detail, stressing the need for their rapid development.

Classroom Ventilation and Respiratory Diseases Among School Children. By S. Josephine Baker, M. D., New York City. Reprint Series No. 68, of the Department of Health, New York City. The present study does not give a full analysis of the various points brought out in the study but rather presents the conclusions reached in order that the reader may have an opportunity to review the entire study which is to be issued in a short time. The inquiry consisted of two complete studies and the children covered by the same were of the same age, from the same localities, and of the same nationalities, but an entirely different group was studied each time. Three types of ventilation formed the basis of the study, and two types of classrooms with open window ventilation, and with closed windows and mechanical ventilation were used. The study was made in cooperation with the New York State Commission on Ventilation, which had full control of the selection of classrooms with reference to the type of ventilation, the preparation of forms for recording observations, supervision of methods used in obtaining data, and the final checking up and analysis of the data. The Bureau of Child Hygiene had charge of all other details of the plan.

The Rural Teacher of Nebraska. By a Committee from the Graduate School of Education, University of Nebraska. 15 cts. Bulletin No. 20, 1919, U. S. Bureau of Education, Washington. The report represents the findings of a survey committee which undertook to ascertain the exact status of the rural teachers of the state in regard to academic and professional preparation, teaching experience and length of service, and such contributory factors as salary, living conditions and the like. The work was done by students of the Graduate School of Education, working under the direction of Dr. G. W. A. Luckey, and resulted in the collection of much material on experience, general character of teaching force, and a knowledge of conditions contributing to the home and school environment of teachers. The data has been gathered and classified according to scientific methods and should prove of value to the profession.

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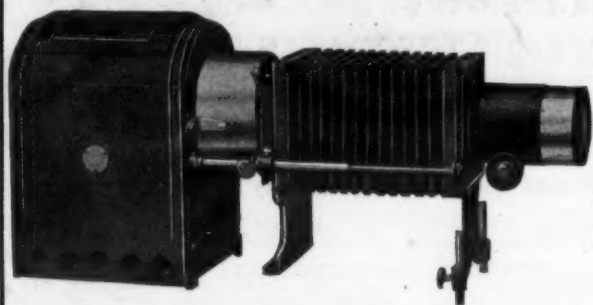
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PUBLICATIONS.

Teachers' Salaries and Salary Schedules in the United States, 1918-19. By E. S. Evenden, Columbia University. Commission Series No. 6, prepared for the Commission on the Emergency in Education of the National Education Association, Washington. Price, \$1.50. The present publication represents the work of the Committee on Teachers' Salaries and the results of a questionnaire issued by the Commission on the Emergency to superintendents of schools throughout the country. Superintendents, teachers and school board members will find in the study a careful analysis of the salary problem, together with proposals for salary schedules. The report takes up the salary situation in the United States, in the aspects of personal living expenses, teaching experience, increases or decreases in salary, recreation and professional advancement, years of schooling, bonuses, additional income, teachers' wages, and dependents supported by teachers. In the making of salary schedules it is urged that boards take into consideration such elements as economic factors, educational aspects, incentives to progress and flexibility in operation.

State History Week, November 9-15, 1919. State Department of Public Instruction, Harrisburg, Pa. The pamphlet contains an outline of suggestions submitted by the committee for use in the observance of history week. The school children have been invited to cooperate with the state commission in collecting data relating to the achievements of the state in the world war.

NEW YORK'S SCHOOL PROBLEM.

(Concluded from Page 91)

that the City Superintendent exercises, conferred on him directly by the State statute, do not place him beyond the power of the board of education. On the contrary, apart from his presiding in the Board of Superintendents, drawing his salary as provided by law and reserving his right to resign, it does seem to me that the powers of the City Superintendent are subject to reasonable regulation by the by-laws of this board.

By all means let the City Superintendent remain Chief Executive of the School System. To establish a business manager, as has been pro-

posed, is to confess the failure and incapacity of this board. The board of education exists now to study and elaborate pedagogical theories and practice; this is the work of superintendents. Its true purpose is to formulate educational policies, connect the classroom work of teachers and pupils with the public treasury and to furnish the means and equipment for the daily tasks of

instruction. If the board of education has in its membership men of long and wide experience in the world of business and affairs, the so-called business manager is unnecessary, unless the members of the board are to voluntarily abandon their functions. Moreover, the appointment of such manager would inevitably result in a clash of authorities.



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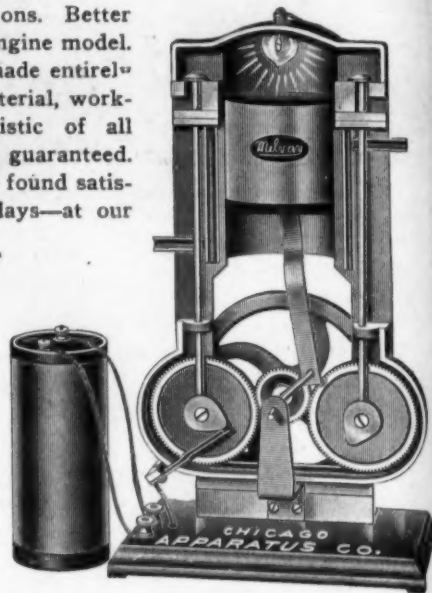
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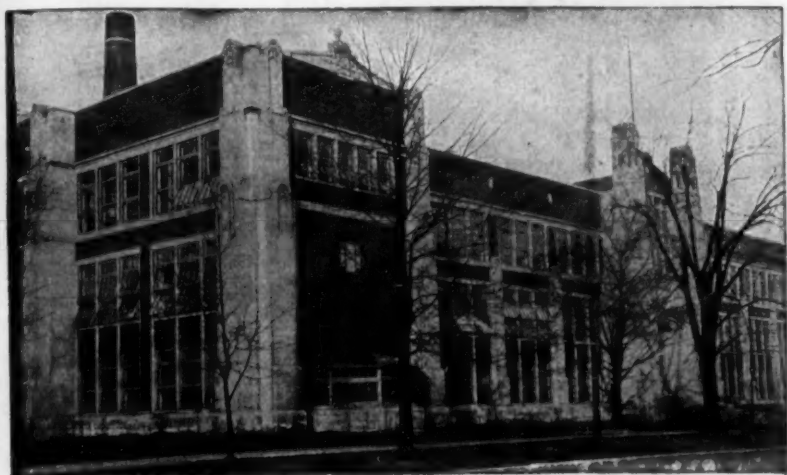
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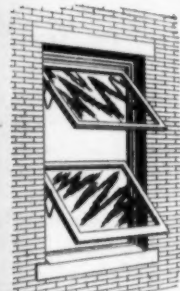
I was determined in selecting windows for this building to get a type that would prove both water tight and wind proof as far as possible, besides having other qualifications that go with metal frames and metal sash, and in addition, a window that can be easily cleaned from the inside.

I am very glad to state that neither in the preliminary test nor at any time during the use of the building since completion have we found the windows deficient in any respect as to either leakage of water or of wind. In fact they have proven more satisfactory than I even expected. I think that the weather stripping which you use accomplishes its purpose in good shape.

I have no hesitation in saying that in case we are in a position to want metal frames or sash again that I would not hesitate to use your product.

Yours truly, A. L. PILLSBURY

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I have carefully examined the Blaze Extinguisher, and it is my opinion that it is the best fire extinguisher yet made for the purpose for which it is intended. It has the very great advantage that it is always instantly operable, its operableness being absolutely unaffected by time. It requires no re-charging until used.

Not the least advantageous feature of the extinguisher is the harmlessness of the liquid employed, it having no injurious effect on anything that it may strike when putting out a fire.

I can see no defects in the device. I congratulate you upon the device, and wish you the greatest possible success, which you deserve.

Faithfully yours,

HUDSON MAXIM.

(Hudson Maxim is Chairman of the United States

Hermetically
Glass Sealed
Acid Bottle

(cut 1/2 size) Consulting Board.)



HOW A SMALL STATE HOUSES ITS SCHOOL CHILDREN.

(Continued from Page 38)

The building is a fairly well planned structure which offers opportunity for most of the social and physical activities which can be promoted in a school. There are some outstanding defects in the building, which can now be remedied only at great cost. The outstanding lack in this building is that no library has been provided. It seems highly culpable that a large high school building be built in which no library advantages are provided. No small room will meet this need, but a generously planned room where books, maps, magazines and the like are made available for all boys and girls, for recreation and especially for research and project work in connection with classroom assignments. No manual training or physics laboratories are provided. The chemical store room under the main stairway is to be severely condemned.

School children of Richardson Park are housed in one of the dirtiest, filthiest, darkest, most unsightly, in attractive, old hovels to be found in the State of Delaware. A part of this building was constructed in 1780, and judging from its appearance at the time of the survey, it had not been thoroly cleaned or repaired since the time of its construction. The additions, which have apparently been made from time to time, show little improvement or appreciation of standards over those used at the time of the original construction.

The site is a little, triangular spot, scarcely larger than the building itself. The building is heated by hot-air furnace, and thruout the entire structure there is no provision whatsoever against fire or panic disaster. Altho a six-room building, housing a comparatively large number of children, the toilet rooms are located outside

the building and are comparable in their condition to the building itself.

It is understood that plans are already under way whereby the children of Richardson Park will be afforded a modern school plant; in which case the present building will undoubtedly be abandoned, if not destroyed.

Newcastle School No. 1.

	Score.	Possible Score.
Site	74	125
Building	18	165
Service Systems	42	280
Classrooms	41	290
Special Rooms	0	140
	175	1000

This building was formerly a United States Government arsenal which was donated to the



FIG. 2. RICHARDSON PARK SCHOOL. SCORE 206,
Richardson Park District No. 20.

	Score.	Possible Score.
Site	68	125
Building	53	165
Service Systems	61	280
Classrooms	81	290
Special Rooms	3	140
	266	1000

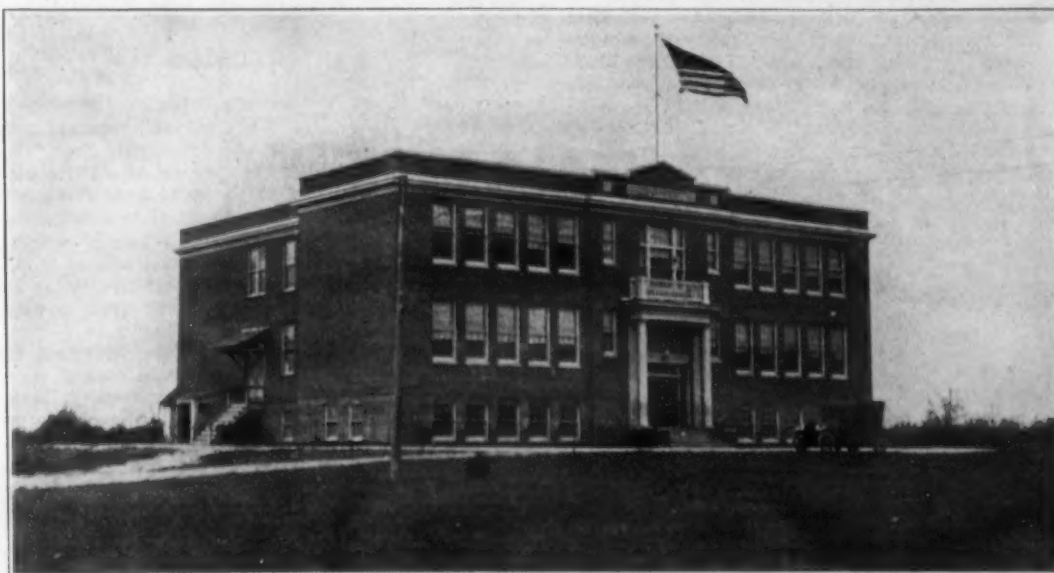


FIG. 1. CAESAR RODNEY SCHOOL. SCORE 808.



No Mischief Making Here!

Half of the mischief making in school is caused by unfit conditions for study. Students simply can't keep their minds on their work if forced to face a glaring sun or if strong rays of light are streaming across the pages of their books. Neither can they study properly if the room is darkened by fabric shades.

Aerolux Ventilating Window Shades provide the proper conditions of light for study. They shut out the glaring sun, yet let in soft, diffused light and admit a plentiful supply of fresh air when the windows are open.

Aerolux Shades are easily adjusted. They hang straight, don't warp, last for years. Many pleasing colors to choose from.

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WINDOWSHADES

community for school purposes. Its score indicates that it cannot be considered a fit place to house school children. No progressive community would tolerate conditions that exist here. It now houses the higher grades and the high school, but no self-respecting parent familiar with school needs and modern school housing would send his child to such a building. The building is crumbling with decay, and the interior is coated with the dirt and grime of perhaps a hundred years. Situated as it is on the city green, the building should be thoroly cleaned from cellar to roof and used as a memorial of bygone days. Historical relics and souvenirs should be preserved here. The collections of antiquated and carved school desks to be found in the buildings will be a good beginning for such a collection. The site owned by the school officials is about entirely covered by the buildings. The common offers opportunity for play, but is not under the control of the school.

The classrooms of this building have less than one-half of the standard per cent of window glass area to floor area. In the eighth grade room this percentage falls as low as nine per cent as compared with the standard 20 per cent. In the commercial room the percentage is approximately 10 per cent. The natural lighting of the commercial room is as bad as can be found

anywhere. The dimensions of this room are 20 x 15 feet. The two windows, which are 3 x 5 feet in size, are placed on the left with a wide pier between them. The eighth grade room has one window on rear left, one on the center right and two openings in the rear. In certain rooms the modern "brascolite" fixture has been installed. It presents a striking contrast to the cracked, poorly finished walls and ceilings and the other antiquated equipment of those classrooms.

The toilets which have been added in the rear of this building have been placed directly over the heating apparatus. The result, as the janitor reports, is an objectional stench during the winter months. This installation has, in terms of lighting and equipment, also proven to be very poorly done.

The building is entirely lacking in the special room provision which should be made for boys and girls of the grammar and high school age.

(Concluded in February)

A CORRECTION.

To the Editor:—

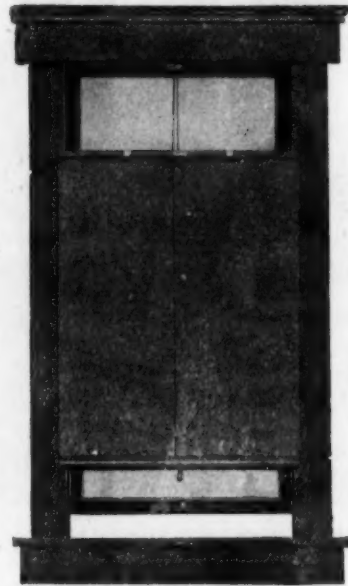
On page 85 of the December issue of the Journal under "Rules and Regulations" you say, referring to my request to the principals that "the order was the result of the finding of a little girl imprisoned in a school cloak room over Sunday." While this is a correct statement, it is misleading in that it gives the impression that such a child was found in one of the Cincinnati school cloak rooms. This was not the fact and the letter to the principals was sent to prevent such a happening.

The little eight-year-old girl was, according to an Associated Press dispatch, found locked in a school cloak room at East Youngstown on Monday morning where the child had been since the schools closed on Friday. This might easily have happened in Cincinnati or in any other community, but I should be rather sorry to see the statement stand as it is, conveying the impression that such an occurrence actually happened in one of the schools of this city.

Randall J. Condon.

Supt. of Schools,
Cincinnati, Ohio.

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They have no folds or pockets to catch and hold dust and germs. They can be adjusted in such a manner as to shut out the dazzling rays of the sun and yet allow a sufficient amount of light and fresh air to come into the classroom. They protect the eyes of the pupils and teacher and remove all strain due to improper regulation of light in the classroom.

If you will write us, giving the exact number and size of windows in each room, our experts will be pleased to make suggestions and will quote you on equipping your building. This places you under no obligation.

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EVENING SCHOOLS.

Free Americanization and immigrant evening schools have been opened by the extension department of the Cleveland board of education. The classes are being conducted in 45 school buildings, fifteen factories, four parochial schools and three hospitals.

A night school has been opened at the high school, Piqua, O., with an enrollment of 87 students.

Lowell, Mass. The evening high school offers six courses, to which graduates of the grammar schools and of elementary evening schools are eligible. Sessions are held three evenings each week.

The evening schools of Beverly, Mass., offer instruction for Italians, sewing, millinery and home nursing.

Elementary classes in citizenship are conducted in each school at Providence, R. I., for those who have just taken out first papers. Instruction is offered in history, civics, and duties and responsibilities of citizenship.

Hygiene Work in St. Joseph, Mo.

The St. Joseph hygiene department at present consists of a hygiene director, who gives one-third of his time to the schools and two-thirds to the work of city health officer, and three nurses who are employed by the board for work in the school buildings. Two further nurses are employed by the board of health for following up cases of contagious disease.

The free dental dispensary at Reading, Pa., recently rendered its report on the work of the dispensary for the year 1918-19. The Reading dispensary was one of the first ten to be established in America and was the first in operation in Pennsylvania. The work which is carried on in the school administration building is for the benefit of pupils whose parents are unable to pay for free treatment.

The report shows that during the past year there were 1,215 visits to the dispensary by children, with 449 treatments. A total of 171 received synthetic fillings, 1,611 amalgam fillings and 406 had cement bases. There were 147 treatments and 240 cleanings at the dispensary.



NEWCASTLE SCHOOLS Nos. 1, 2 and 3.
No. 1 (above) scored 175 points.

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RESULTS of the International Typewriter Contest to prove quality of machine and skill of operator, held at the Annual Business Show in New York City October 20, 1919, have for the *fourteenth* time established the supremacy of the Underwood Typewriter in speed, accuracy and durability.

Every year for thirteen consecutive years in this contest the World's Champion has made his or her record on an Underwood machine.

This, the fourteenth year, and previous years the Underwood led because of its mechanical superiority which developed the necessary speed and accuracy.

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These scholarships will be awarded to the candidates passing the best examination on the important new scientific inventions and discoveries as outlined in the Popular Science Monthly Teachers' Service Sheets for the month of December 1919 and for the months of January to June 1920.

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SANI-FLUSH is prepared for cleaning water-closets exclusively. It dissolves the sediment which forms in the bowl and trap. It destroys odor by removing the cause.

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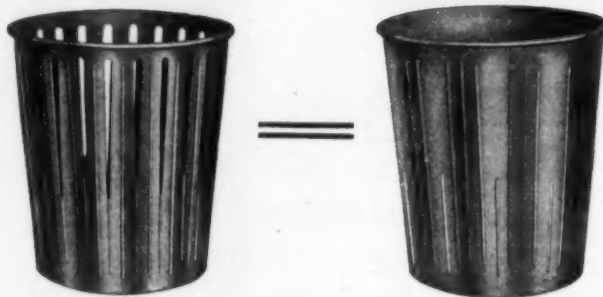
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the possibility of disease.*

Write us today for Complete Literature on School Sanitation.

WEST DISINFECTING COMPANY
NEW YORK

THE STATUS AND REGULATION OF PRIVATE SCHOOLS.

(Continued from Page 34)

the subscription has been made, such as the location of the school, the completion of its buildings, the carrying on of its work, or the obtaining of a specified sum of money thru the subscriptions of others (31 Pac. 1074; 11 Cush.—Mass.—285; 36 Ind. 375; 28 Ill. App. 629; 40 N. H. 330); and finally, some material change in the plan or purpose of the subscription to which the subscriber has not consented (6 Gray—Mass.—498), altho if there has been a return to the original plan within the contract time the subscriber continues liable (10 Ky. L. Rep. 725).

An action at law by the beneficiary lies to enforce the subscription without the necessity of a demand for payment (53 Ind. 326; 2 Vt. 48), altho if the beneficiary is not a party to the subscription contract, some courts will not let him bring suit on it (39 L. R. A. 636; 2 Den.—N. Y.—403). The liability of the subscribers is several, not joint, and in consequence they must be sued severally on their undertakings (56 Ga. 554); but if the subscribers are numerous and many of them deny liability on various grounds, equity has jurisdiction to administer relief in a suit against all of them (84 S. W. 301). Should less than the amount subscribed be expended upon the undertaking, each subscriber is liable only for his *pro rata* share of the total sum expended (98 Pac. 58; 31 Am. Dec. 626; 80 N. W. 726). In defending suits brought to enforce subscriptions, it should be remembered that, as a general rule, parol evidence is not admissible to show that a subscription is not payable, except on other condi-

tions than those embodied in the written contract (37 Cyc. 504).

Right to Obtain Property by Eminent Domain.

It was held in Connecticut in 1913 that under a constitution permitting the taking of private property for public use, the right of eminent domain cannot be conferred upon a woman's college conducted by a private corporation with discretion as to the admission of students. The question presented for determination was "whether universities and colleges, when owned and controlled by private corporations, administer a public use, as distinguished from a private use."

In this case the Connecticut College for Women was denied the right to exercise the power of eminent domain, because "the vital question is whether it appears that the public will have a common right upon equal terms, independently of the will or caprice of the corporation, to the use and enjoyment of the property sought to be taken," and the court thought that under the circumstances this did not appear to be the case (48 L. R. A. N. S. 485). As pointed out in a dissenting opinion by Judge Wheeler (who thought the college was in law open to the public on equal terms), the decision "holds that the right of eminent domain might be granted a private corporation whose purpose was the higher education of women, provided that under its charter the public had the right to enjoy upon equal terms the education so provided, and the application showed that the corporation was to use the land taken for this purpose."

"Our conclusion," said Judge Wheeler, "is that the state can make such grant provided it be one for the public use; that whether it be

for the public use or not depends upon the extent of the public welfare to be subserved; and when in a given case the public good to be subserved is large enough, the grant may be made, even tho it be in the power of the trustees of the institution to administer it so that its benefits may not be opened to the public on equal terms." When it is remembered that the right of eminent domain has been supported when granted to individuals and corporations in their private business in aid of all sorts of public utilities, mining enterprises, grain elevators, cemeteries, grain mills, petroleum transportation, and schemes of private drainage and irrigation (10 R. O. L. pp. 53-60), it is difficult not to agree with the dissenting judge.

Opposed to the conclusion of the Connecticut court is a Pennsylvania decision, unnoticed by it, holding that the legislature had power to confer the right of eminent domain upon the Western Pennsylvania Exposition Society, a corporation not organized for profit, but for "the educating of the public by exhibiting artistic, mechanical, agricultural, and horticultural products, and providing public instruction in the arts and sciences." Here the court said: "In view of the fact that the purpose of such corporations is the education of the public and that education is both necessary and the public welfare demands it, the conclusion irresistibly follows that the taking of private or other property by such corporations, for the purposes set forth in the act creating them, is a taking for a public use." (12 Atl. 427). In conclusion, it may be added that the courts have held uniformly that public schools may be authorized to acquire property by the exercise of eminent domain (Note, 22 L. R. A. N. S. 169).



One More Bucket Of Disease Germs

Every time you let the boys fill the old pail with water, you risk the spread of typhoid and other germs.

City schools forbid the water pail and common drinking cup. Rural school authorities are rapidly taking the same stand by installing sanitary fountains supplied fresh from the well by the National System. No stored water to freeze in winter or become insipid in warm months.

The National also permits indoor toilet. It gives your school a service worth far more than its moderate cost.

May we send you a booklet giving full details and list of schools now using the National?

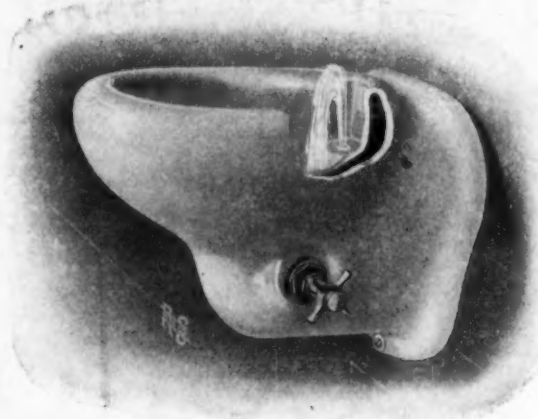
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History—Buckingham's, Bureau of Publications, Research Dept., University of Illinois, Urbana, Ill.; Harlan's, Bureau of Cooperative Research, University of Minnesota, Minneapolis; Starch's, Series A, University Cooperative Co., Madison, Wis. Price, two cents per sheet.

Spelling—Ayres Scale, Russell Sage Foundation, New York, N. Y. Price, five cents each. Starch's, University Cooperative Co., Madison, Wis., price, five cents each; Buckingham, Teachers College, Columbia University, New York; Iowa, E. J. Ashbaugh, Iowa City Series, price, one-half cent; Courtis', 82 Elliot St., Detroit, Mich., Dept. of Research, price, 75 cents for 2 tests of forty children; Nebraska, Nebraska Bureau of Research, Lincoln, Neb., price, 25 cents per hundred.

Writing—Ayres Scale, Russell Sage Foundation, New York, price, five cents; Freeman, Houghton Mifflin Co., Boston, price, 25 cents each; Thorndike, Teachers College, Columbia University, price, eight cents each; Courtis, price, 65 cents for forty children; Gray, Form two, price, 50 cents per hundred.

Arithmetic—Cleveland Test, Judd, University of Chicago, Chicago, \$1 per hundred, \$8 per thousand; Courtis, Series B, \$0.90 per hundred

copies; Starch, University of Wisconsin, Madison, 30 cents per hundred; Fassett, Milton Bradley Co., Springfield, Mass.; Studebaker, Scott, Foresman & Co., Chicago, 25 cents per set; Monroe, Bureau of Educational Measurements, State Normal, Emporia, Kans., price, 50 cents per hundred; Thompson, Ginn & Co., price, 25 cents per hundred; Kallom, Department of Educational Investigation, Boston; Hollywood Test, Division of Educational Research, Los Angeles, Calif., price, 45 cents per hundred; Stone, Teachers College, Columbia University, price, 40 cents per hundred; Woody, Series A, Teachers College, Columbia Univ., price, 40 cents per hundred.

Geography—Thompson, Ginn, price, 50 cents per set; Hahn-Lackey Scale, Bureau of Research, University of Illinois, Urbana, price, 7 cents each.

Grammar—Harvard-Newton, Bureau of Measurements, State Normal, Emporia, Kans., \$0.10 each; Hillegas, Bureau of Publications, Teachers College, Columbia University, \$0.03; Buckingham, Northwestern School Supply Co., Minneapolis, one-half each, forms, one cent each; Starch, University of Wisconsin, Madison, price, \$0.30 per hundred; Charter Diagnostic, Bureau of Research, University of Illinois, Urbana, price, \$0.45 per hundred; Thompson, Ginn & Co., Boston, \$0.25 per hundred; Hillegas, Teachers College; Ballou, Harvard University Press, Cambridge, Mass.; Willing Scale in Written Composition, Bureau of Research, University of Illinois, Urbana, \$0.95.

Reading—Gray's, University of Chicago, Chicago, \$0.05 per hundred; Jones, Rockford Printing Co., Rockford, Ill., \$2 per hundred; Price, E. D. Price, Enid, Okla.; Kansas, Bureau of Educational Measurements, State Normal, Emporia, Kans.; Starch, University of Wisconsin, Madison, \$0.30 per hundred; Thorndike's Visual, Teachers College, Columbia, Part II, \$0.50 per hundred; Courtis, Form I, S. A. Courtis, 82 Elliot St., Detroit, Mich., \$0.85 for forty pupils; Monroe, Bureau of Measurements, State Normal, Emporia, Kans., \$0.50 per hundred; Fordyce, University Publ. Co., Chicago; Brown, State Normal, Oshkosh, Wis.; Haggerty, Bureau of Cooperative Research, University of Minn., Minneapolis, Minn.

High School—Monroe's Algebra, Bureau of Co-

operative Research, University of Ind., Bloomington, Ind., \$1.40 per hundred; Rugg and Clark's Algebra, Bureau of Research, University of Illinois, Urbana, \$0.04 per set; Coleman, W. H. Coleman, Crawford, Neb., \$0.50 per hundred; Jones Science, University of Illinois, Urbana, Ill., \$0.10 per dozen; Hotz Science, Teachers College, Columbia Univ., \$0.50 per hundred; Starch's Physics, University of Illinois, Urbana, Ill., \$0.02 per copy; Minick's Geometry, J. H. Minick, University of Pennsylvania, Philadelphia, \$0.02 for sets of more than ten; Rogers' Mathematics, Teachers College, Columbia Univ., \$0.50 per hundred; Brown's Latin, H. A. Brown, Oshkosh Normal School, Oshkosh, Wis.; Henmon's Latin, V. A. C. Henmon, University of Wisconsin, Madison, \$0.01 per test.

Mentality—Binet-Simon, Goddard, Training School, Vineland, N. J.; Otis, A. S. Otis, World Book Co., Yonkers, N. Y.; Terman, Houghton Mifflin Co., \$0.60 per set.

The Ninth Annual Convention of the National League of Compulsory Education Officials was held in Philadelphia on December 3, 4, 5, 6, 1919. Pres. Charles A. MacCall, of Newark, presided.

The proceedings opened with an inspiring address by Mr. P. P. Claxton, United States Commissioner of Education. Papers were read by Dr. John W. Davis, Director of Attendance, New York City; Mrs. Helen T. Wooley, of Cincinnati; W. S. Deffenbaugh, of the United States Bureau of Education; Arthur F. Lederle, of Detroit; Henry J. Gideon, of Philadelphia; James D. Sullivan, of the New York State Department of Education, and Mrs. Cora M. Bain, of Miami, Florida.

Mr. Henry J. Gideon, of Philadelphia, was elected president for the ensuing year.

The Highland Park Times of Highland Park, Mich., in a recent issue of its publication, printed the biographies and photographs of the members of the local school board. The material occupied practically a full page of the paper and included the life and work of Pres. H. B. Wallace, Business Manager R. E. Barber, Secretary Caleb S. Pitken, Supt. T. J. Knapp, Mrs. W. R. Alvord, Mrs. F. Calvert, Mr. Lewis R. Nicholson and Mr. W. S. Conely.



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DIFFICULTIES OF STATE ADOPTIONS.

(Continued from Page 28)

if a single text were to meet with general approval. These differences are not mere whims. They are not always, tho too often, based upon the instruction of the text with which the teacher is most familiar. They are real differences. Teachers are not all alike, and their approach to a given problem varies as to their inherent mental differences. Uniformity recognizes no such thing as the success of a book in the hands of one teacher and its failure in the hands of another teacher. And yet books have that experience. Pupils always know the teacher's estimate of the book they are using. If he does not like it, they do not like it. Under such conditions no book can succeed. Sometimes a teacher disapproves a book, not because he considers it inherently weak, but because he is required to use it. His quarrel is in reality with a system which robs him of the right to choose the tools with which he works. Sometimes he finds it difficult to respect the wisdom of a commission the personnel of which he does not consider his professional superiors. He disapproves the system, not the book. But the book is at hand. He sees it. He does not see the system. He attacks the book.

Under the open system of textbooks a superintendent brings together a group of teachers who agree with his theories or who at least follow his guidance. With such a group, uniformity succeeds. Disagreement regarding uniformity arises when the size of the unit is considered. Uniformity for the class? Yes. For the city? Yes. For the country? Generally, yes. For the state? Yes and no. Yes, from the patrons. No, generally, from the teachers. And yet teachers, as well as patrons, recognize

the necessity of uniformity. The public thinks, chiefly, of convenience and cost; the teacher, chiefly, of utility and results. The public is not wholly wrong, the teacher is not wholly right. This situation is not an imaginary one. It is very real. It obtains in hundreds of places in every state where a uniformity law is in operation. No remedy has been found. The weakness seems inherent.

There is saving in state uniformity. 'School-books do cost money. Any parent who has moved and bought new books for four or five children knows this fact. But the annual cost per child for schoolbooks is not so much as the man on the street proclaims. It is one of the smaller expense items incident to the rearing of a child. Shoes cost more than books. Why not state uniformity of shoes for school children? asks the teacher. The teacher objects to the subordination of the whole textbook question to the one item of cost. There are books and books, and the teacher is entitled he insists, to those books with which he can do the best work.

There is another difficulty which a textbook commission finds insurmountable—the selection of a book suited to the needs of a closely supervised city school system, with nine or ten months of school, and one at the same time suited to the needs of an unsupervised rural school with a seven months' term. There is no such book. But even if the length of term and the matter of supervision were disposed of, there would still remain the difference in the experiences of country and city children. This article is not intended to be a sermon on pedagogy, but it may not be out of place to say that the largest asset a teacher has in the teaching process is the experiences of the child. It has been suggested that the solution of the foregoing problems is

two or more texts on a subject. But a choice of texts would open a form of competition which uniformity seeks to avoid. Possibly the solution is to be found in a trained teacher for every schoolroom—a teacher who would use the textbook but who would be more independent of it.

The maximum-price provision formerly in the uniformity laws of a few states always operated against the interests of the children. Under this provision certain high-grade books—books with large holdings—were not offered to the commission. Low-grade books, books that had failed—and every publishing house has such books—were offered in abundance. From these the commission had to choose. Under a maximum price the individual child's books cost annually a few cents less—twenty to forty cents—on the average. The difference in cost between a good book and an inferior book sometimes amounts to the difference between a child's walking to school on a certain morning and riding on the street car; or to the cost of one visit to the picture show, or to the cost of one cigar which the child's father smokes. The saving to the entire state may amount to some thousands of dollars during the life of the contract. This aggregate sum is what men see when they enact maximum-price laws.

But there is another difference between textbooks, a difference based on merit. No state can hope to secure high-grade books under a maximum-price law unless the price be fixed at a point which would render it meaningless. Now it would be true to say that lawmakers and others outside of the teaching profession are interested in the price, but not in the quality, of books. The American public is interested in everything that pertains to the betterment and

(Concluded on Page 109)

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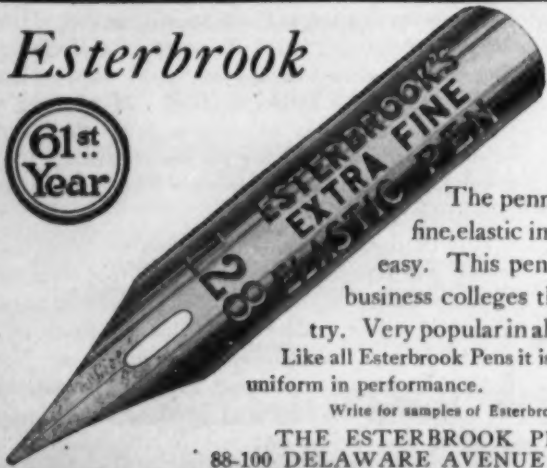
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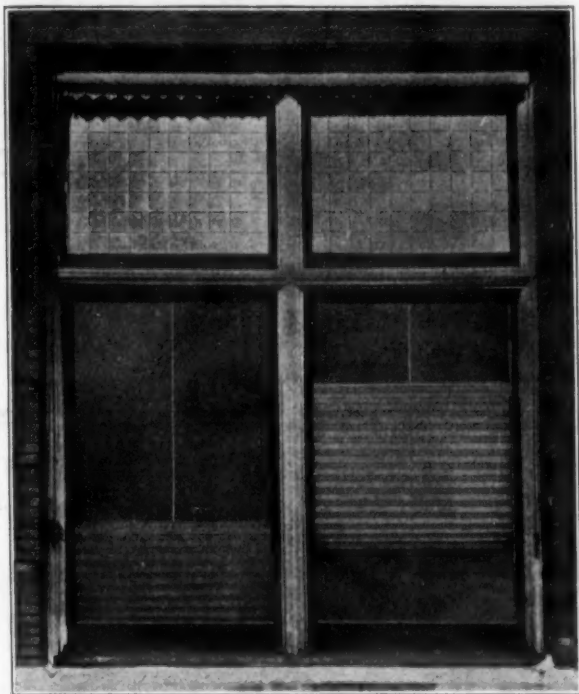
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(Concluded from Page 107)

the development of the child. The public wants good books. The mistake is made when it is assumed that in the end the publishers will reduce prices rather than lose a state contract. Publishers usually have contracts in other states for books a commission wants—for their best books. Obviously the prices under these contracts must be respected, since contracts usually provide that the state shall be entitled at any time to the lowest prices prevailing elsewhere.

Finally, it may be admitted that the members of a textbook commission do not always agree on the merits of books. They differ as do teachers. The list of books they finally adopt is a compromise. It rarely happens that any member of a commission would choose the list agreed upon if the whole responsibility were placed upon him. This does not mean that the list chosen is an inferior one. It simply emphasizes the impossibility of selecting books that will please all of the members of even a small group of interested people.

Textbook-making in recent years has kept pace with the rapid progress in education in general. There were never so many good textbooks as now. As soon as a forward step is taken and established, the publishers give it to the schools of the nation in a textbook. There are those who believe that economy of time will demand in the next few years a rewriting of the books below the high school—the elimination of material which makes no contribution to the school life or after-life of the pupil. But that is another story. Certain it is that a textbook commission cannot go far astray in these days in the selection of books if reasonable effort be made to secure the best regardless of other con-

siderations. Equally certain it is that they cannot hope to please everybody.

This article is not intended to be an argument for or against state uniformity of textbooks. It is intended to be a friendly exposition of some of the weaknesses, inherent and statutory of uniform laws. State uniformity of textbooks has come to stay. In those states where it has been tried it has proved itself superior to the old district system under which all of the books of a school were sometimes changed twice within ten days, and that while school was in session. It is obviously superior to county uniformity unless it can be shown that the wisdom of county commissions is superior generally to the wisdom of state commissions. But difficulties are always encountered in the operation of the best uniformity laws. Some of them can never be removed. Because these difficulties are real and serious and inherent, textbook commissions must continue to fail in some measure to place in the hands of every child in the state the textbooks which under all the circumstances are the best.

BUSY SUPERINTENDENTS.

State Commissioner John H. Finley of New York State has been given the task of finally determining who is the legally constituted executive of the New York Schools. The decision on which rests the future stability of the schools, hinges on the question as to whether Supt. W. L. Ettinger is nominally the chief executive, with a super-superintendent appointed by the board, or whether he is actually the professional head through whom all administrative matters must pass.

In his criticism of the board, Dr. Ettinger charges the members with a deliberate attempt to usurp authority rightly lodged with the superintendent. To the average citizen, the position of the superintendent on all points appears sound and reasonable. The unseemly quarrels between

the board and the professional staff have gone on for several months until the schools have become "notoriously demoralized" and the real function of the schools almost lost sight of in the spirited contest for power and control.

PERSONAL NEWS OF SUPERINTENDENTS.

Supt. A. C. Carlson of Red Lodge, Mont., has announced his resignation, effective with the close of the present school year.

The Assistant City Attorney of Milwaukee has upheld the legality of the school board's action in raising the salary of Supt. M. C. Potter from \$7,500 to \$9,000 a year.

Mr. W. B. Arbaugh of Ypsilanti, Mich., has been elected Educational Director of the schools of Wayne County. Mr. Arbaugh who entered upon his work on December first, will receive \$4,000 per year.

Mr. W. J. B. MacDougall of Marlboro, Mass., has been appointed superintendent of schools for the district comprising Lakeville, Carver, Raynham and Rochester, Mass. Mr. MacDougall entered upon his duties January first.

Mr. Glenn G. Steel has been elected district superintendent of schools of Whitesboro, N. Y.

Supt. B. B. Jackson of Minneapolis, Minn., has been reelected with a substantial increase in salary.

Mr. Edwin T. Adams has been appointed superintendent of schools at Radnor, Pa., to succeed Albert L. Rowland.

Mr. August Berau has been reelected superintendent of schools at North Providence, R. I.

Mr. F. A. Morris of North Troy, Vt., has been appointed assistant superintendent of schools at Manchester, N. H.

Supt. David J. Malcolm of Granville, Mass., has been elected superintendent of the Hinsdale Union District at a salary of \$2,400.

Prof. Philip Van Ness Myers, of the University of Cincinnati, was recently presented the Order of King Albert by the King of Belgium upon the occasion of his visit to Cincinnati. The citation was given in recognition of his work as a defender of the rights of Belgium and in denouncing the treatment of that country by the enemy during the early part of the war.

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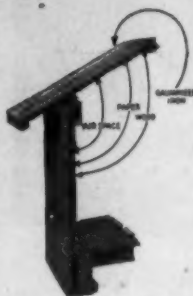
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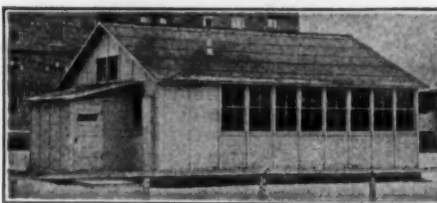
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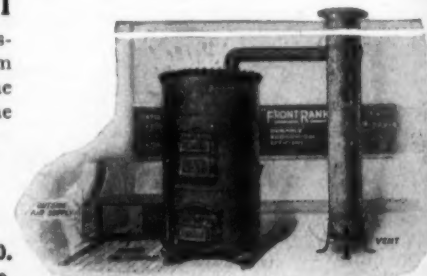
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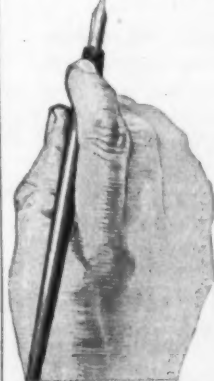
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(Concluded from Page 22)

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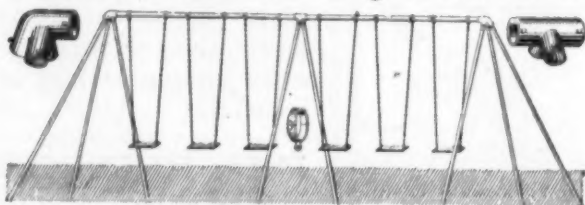
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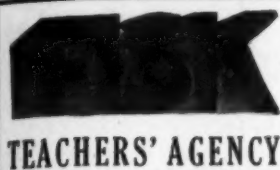
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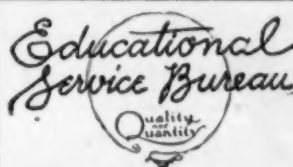
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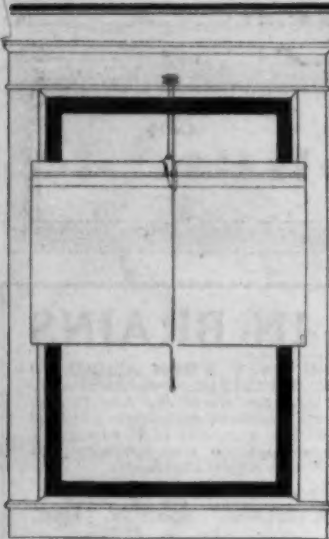
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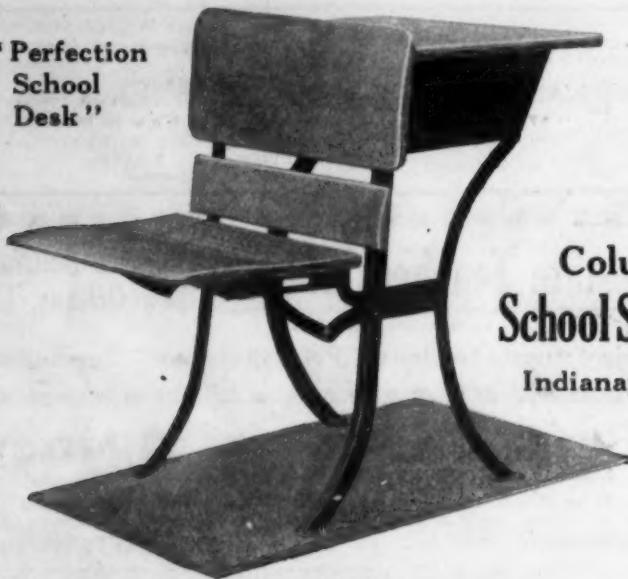
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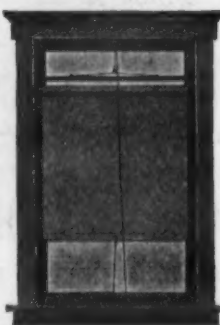
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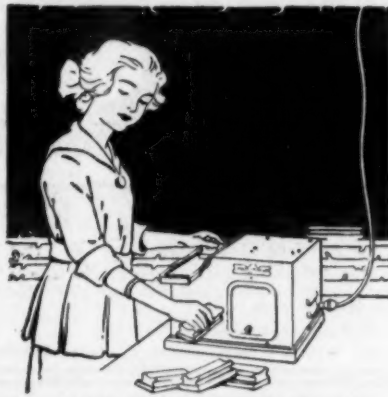
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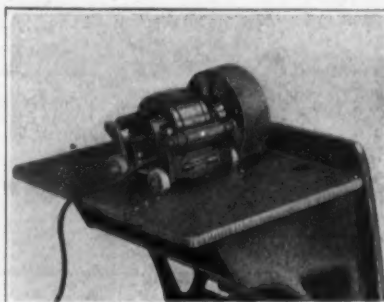
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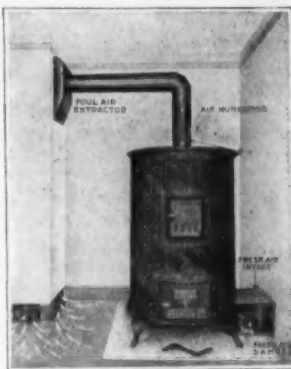
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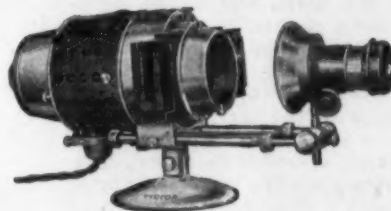
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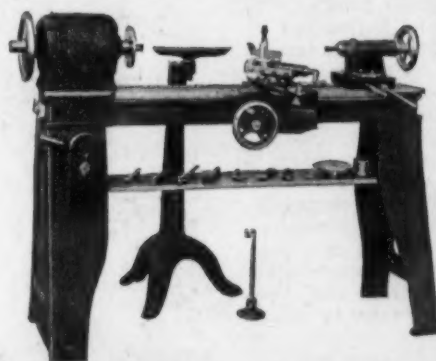
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AFTER THE MEETING



A Tragedy.

There is a real tragedy in the following letter which was sent by a teacher to the manager of a vaudeville house in a western city and which comes to us thru a superintendent of schools.

Dear Sir:

No doubt you will welcome suggestions to increase the amusement furnished at your theatre. We suggest that you change the sign on your curtain which reads:

MEN! WOMEN!
There is BIG MONEY in
THE BARBER TRADE!
Learn in three months
M.....Barber College
TO

MEN! WOMEN!
There is BIG MONEY in
THE TEACING PROFESSION!
Learn in THREE YEARS!
C.....Normal School.

If the vaudeville manager addressed followed the suggestion of his correspondent, the sign undoubtedly produced a big laugh. It should have caused intense indignation especially among those people who have children in the schools of the community.

In the High School.

Senior—"If Miss History ever goes down the street with her mouth shut she'll be arrested."

Freshman—"What for?"

Senior—"Carrying a concealed weapon."

Teacher—"Now, Johnny, suppose you wanted to build a \$1,000 house and had only \$700, what would you do?"

Johnny—"Marry a girl with \$300."

Among Teachers.

Miss Primer—"How can you use such slang, 'The ghost walks on pay-day?'"

Miss Grammar—"Well! Don't your spirits rise on that day?"

The professor was visibly annoyed. "There are some thoughtless young men over in that corner having fun with the girls." He paused and then pointed his finger at the luckless fellows. "When they get done," he added, "perhaps they will give me a chance."

And he failed to understand why the class roared.

An Extraordinary Projectile.

A child's struggles with the intricate facts of history are sometimes almost as serious a matter to him as the battles of which he reads. The results, however, are not always without humor, as a story in *Everybody's Magazine* shows.

A small boy handed in the following in an examination-paper in United States history:

"General Braddock was killed in the Revolutionary War. He had three horses shot under him, and a fourth went through his clothes."

Anti-Air Gun.

The new night watchman at the college had noticed someone using the big telescope. Just then a star fell.

"Begorra," said the watchman, "that felly sure is a crack shot."

Challenging the Vote.

The University of Oxford, England, long elected its members of Parliament, not by ballot, but by oral or *viva voce* vote. In 1865 Mr. Gladstone, who had sat for the university for several years, was again a candidate. A humorous incident of the poll is thus described by George W. E. Russell, the author of "One Look Back."

Henry Smith, professor of geometry, was, I suppose, the most accomplished man of his time; yet he lives in our memory, not by his extraordinary performances in the unthinkable sphere of metaphysical mathematics, but by his intervention at Gladstone's last contest for the university. Those were the days of open voting, and Professor Smith was watching the vote in Gladstone's interest.

A certain professor, who could never manage his "h's," wished to vote for the Tory candidates, Sir William Heathcote and Mr. Gathorne Hardy, but he lost his head, and said, "I vote for Glad—" Then, suddenly correcting himself, he exclaimed, "I mean for 'Eathcote and 'Ardy."

Thereupon Smith said, "I claim that vote for Gladstone."

"But," said the vice-chancellor, "the voter did not finish your candidate's name."

"That is true," said Smith, "but he did not even begin the other two."

Little black Melindy had quarreled in Sunday school and her mother's mistress inquired if the child expected to attend the next Sunday.

"Yessum," answered Melindy, "I'se gwine. I'se gotter show dem stuck-up kids ma new white dress an' ma ruffled petticoat. But I suttinly hopes none ob dem won't insist on scrapin' laik dey did last time; 'cause ef I wants ter fight, Mis Angie, I doan' need ter go to Sunday school to learn how."

Did She See?

A woman was discussing the English language with Rudyard Kipling.

"Don't you think it strange, Mr. Kipling," said the woman, with superior wisdom, "that sugar is the only word in the English language where an 's' and a 'u' come together and are pronounced 'sh'?"

Mr. Kipling's eyes twinkled as he answered:

"Sure."—*Ladies Home Journal*.

Too Much of a Good Thing.

"I was very happy," said the professor, "when, after years of wooing, she finally said, 'Yes.'"

"But why did you break the engagement so soon after?" asked his friend.

"Man, it was she that dissolved it."

"Really?" said the friend. "How did that happen?"

"It was due to my accursed absent-mindedness. When, a few days later, I called at her home, I again asked her to marry me."

A history professor at one of the leading universities recently met one of his old students just returned from France and inquired from him if he had learned any particular lesson from the war.

"I have found," replied the student, "that it is a great deal easier studying history than it is making it."

Boy's Talk.

"How are you getting on in school, Tommie?"

"Jim dandy, pop."

"That is not the way to speak, my son. You should say 'very nicely.'"

"But, say, pop; this isn't a girls' school I go to!"



"Who was Shylock, Aunt Ethel?"

"My dear! And you go to Sunday school and don't know that!"—*Life*.

In Missouri.

The teacher had ordered the class to draw a picture of a mule and cart. In giving personal help, she came to one youngster who had drawn the picture of the mule very carefully.

"Well, Tommy," she said, "why don't you finish your picture?"

"Oh, I guess, that mule can draw the cart himself."

The Sphinx's Capabilities.

She was a pretty, young school-teacher and was reading sentences to her class, letting them supply the last word.

"The sphinx," she read, "has eyes, but it cannot —"

"See!" cried the children.

"Has ears, but it cannot —"

"Hear!" they responded.

"Has a mouth, but it cannot —"

"Eat!" came the chorus.

"Has a nose but it cannot —"

"Wipe it!" thundered the class.

The lesson then ended.

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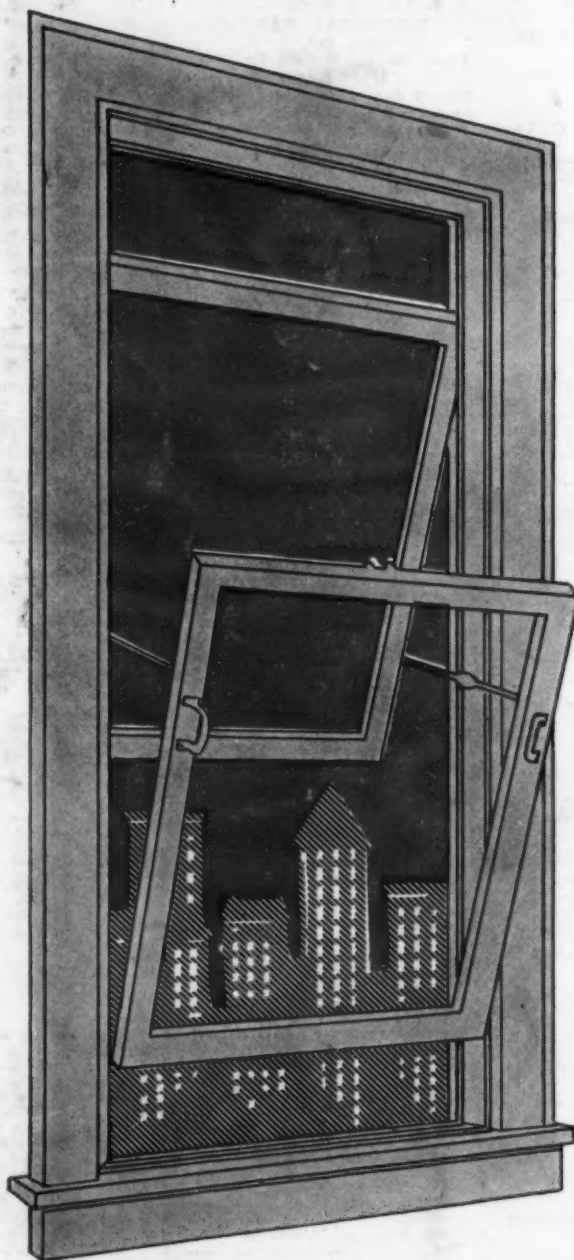
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